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TEACHERS' HELPS

Practical Plans

FOR

Primary Teachers

BY

Bethenia McLemore Oldham

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Practical Plans

FOR

PRIMARY TEACHERS

IN

PUBLIC OR PRIVATE SCHOOLS

BY

Bethenia McLemore Oldham

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DEDICATED

TO

FATHER AND MOTHER.

My guides and helpers through the years of teaching.

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PREFACE

This booklet is written for two purposes. One is to help the young teacher who has had no experience and does not know how to begin or what to do.

The other is that it may serve as a store house of useful information for the busy teacher, who has not time to hunt up helps for daily use.

The chapters on how to teach reading, spelling, numbers, etc., are for the first class.

The morning exercises are designed to be helpful to all, and may suggest some new things even to those who have had experience in dealing with children.

In the language work an outline for the entire session is given. Information for the teacher is collected from various sources, so that by turning to any given month there will be found ready for use:

1. *Principal facts in the lives of noted* people born during that month.

2. *Nature Study* accompanied by definite information about flowers, insects, etc.

3. Carefully *graded exercises* for the use of *English.*

In the special day exercise complete programs are not given, but songs, suggestions, and recitations with which to supplement other material.

There are so many phases of primary work that not all can be treated in so small a book, but these are given in the hope that they may prove a benefit to some one.

The last pages give devices for seat-work, for when we have learned to keep children busy we have the key to successful work in the primary department.

Give children something to do and they will not have time to be bad. One short chapter tells where to get pictures and how to use them.

These suggestions and rules for teaching are the result of ten years practical work in the school room.

CHAPTER I.

THE ROOM.

If possible, have a separate room, and make it attractive. Whether you are in the city or country schools, seek to have the place where the children gather each day bright, cheerful, and pretty. Reward the little ones by putting their best work on the wall, language-work, maps and drawings. Collect pictures to place there and change them occasionally. Don't have one in the same place throughout the session. Teach the children to keep their desks in order. Just before recess call them little house-keepers and ask them to clean up their houses; or pretend that each desk is a room and as they put them in order let them recite or sing some simple words, as:

We are little house-keepers,
Cleaning, cleaning.
We are little house-keepers
Cleaning up our rooms.

In Emile Poulsson's "Finger Plays" published by Lothrop Publishing Co., Boston, is a song which is very suitable for this: "Where oh! where are the little men?" The merry little men being the ten fingers.

After the children have cleaned up their houses, call attention to the streets (aisles) and, as "many hands make light work" the room will soon be in order. Make work like play as much as possible. If two boys are told to pull up weeds in the yard, they perhaps will go about the task in a lazy, listless way and get little done; but

if you say, "Boys, see who can pull up a hundred weeds first," they will go to work with such energy that the task will be completed in a short time. Another plan to have children straighten their desks is to have them do it in concert as the teacher says the words. This has been tried with larger pupils and as the teacher said, "Inkwells closed, books in desks, paper off the floor," everything was done "decently and in order." Still another method is to say, "Two minutes to clean up your houses." No matter how orderly and careful children are, some stray bits of paper will get on the floor and some books and pencils be misplaced.

Teach pupils not to bring mud into the house. Tell how it dries and fills the room with fine particles of dust which float about and are breathed into the lungs. Encourage them to take care of their books and pencils, and to keep them in place. Set a good example by having your own desk or table straight. Initials should be cut on each child's pencil, which should be tied to his book or kept in his pencil-box. Some teachers prefer to take up the pencils each evening and distribute them again next morning. Others have a certain color for the pencils used in the first grade, another for those used in the second, etc., so that when one is misplaced it is easy to locate it. Have a trash-box for waste-paper, a knife in some special place where the children have access to it. Require them to put it in place always, or you may have it to hang by a strong cord. Keep scissors where the children can use them, so that there will be no excuse for ragged papers.

See that talc and erasers are in place before school and thus avoid confusion. A bottle of mucilage is convenient in a school-room and a hammer and tacks are almost

indispensable. A broom should be near at hand, also a pointer and duster. All of these things should be taken care of and as they are for the convenience of *all*, the pupils themselves should be trained to keep them in place. If practicable have a cabinet, a home-made one will answer, in which to collect shells, pretty rocks, different kinds of acorns, cocoons, pine-cones and numerous other things in which children take delight when they are encouraged to hunt for them. Keep a substantial vase on your desk if only an oyster can covered with bright paper, and try to keep it filled with flowers.

Every boy should have a special hook on which to hang his hat and overcoat, and every little girl likewise should know exactly where to look for her hat and wrap. Umbrellas and overshoes should not be mixed promiscuously, nor should lunch-baskets. In the country these rules should be observed just as much as in towns and cities. It not only saves the teacher trouble and annoyance but trains the children to be methodical in their habits, and to respect the rights of others.

During the summer, prepare to make your primary room attractive by collecting material. Go to the school house the day before the opening and set things in order. If you are a young teacher with no experience and in a strange building, decide where you will have your table or desk, where you want the chart, where you would like to have the pupils when they are reciting, and how they will march out. Some rooms are so arranged that you have no choice in these matters, but at least look over your ground and know beforehand what you want to do. Pin a few pictures on the wall, put up any maps you may have, and arrange your busy-work where you can get it when needed. If you want to put a motto around the

clock you can use the words "I'm watching you," "keep busy," or "Take care of the minutes." Hang a calendar in a convenient place, see that the windows are bright, and everything neat and clean. Have a pencil and tablet ready and prepare a schedule of what you wish to do on the first day:

People are unconsciously influenced by environment. Some children have nothing pleasant to look at in their homes, so give them something here. Often in the country a teacher has to combine secondary with primary work. These plans for method, and order, of having "a place for everything and everything in its place" are applicable there also. The yard as well as the house should be kept clean. There are schools in the country where paper, apple-cores, and chicken-bones are strewn in every direction, so that the whole place has an air of neglect and untidiness. The waste paper may be utilized for making fires and the remains of dinner deposited in a receptacle and burned, or thrown where birds can get them. Growing plants in a school-room always add to its beauty.

Desks should be so arranged that pupils will not face the windows. Light falling over their left shoulders is preferable, then their hands do not cast shadows when they write. This is an important item about the room and should be remembered. Another thing to be considered is the ventilation. So many persons constantly breathing out poisonous gas and using up the oxygen necessarily make the air unwholesome. During every recess, doors and windows should be opened wide for a few minutes, so that fresh air may circulate and fill the room. If windows are kept open for the purpose of ventilation, great care should be taken to avoid draughts. The bodies as well as the minds and hearts of children

should be kept healthy. Watch the fire, or appoint a responsible pupil to do so. Do not keep the room too hot or too cold.

Select only good pictures for your walls. Do not think you have to use every cheap print brought by the children. (See last chapter.) Teach children not to deface property, not to waste chalk, cut their desks or mark on the walls. Let them feel that the school-room belongs to them all and gain their coöperation to keep it in good condition.

A set of book-shelves or a book-case is a helpful addition. If you start to collect books for a children's library, it is astonishing how they accumulate. Publishers send them to you if you are a wide-awake, progressive teacher. Friends help you, and the children themselves make contributions, sometimes by lending and sometimes by giving their own books. Then you can make others. Old catalogues of convenient size and sbape may be turned into scrap-books and filled with stories and pictures. Make your room so bright, attractive and pretty that the children will feel that it is good to be there.

CHAPTER II.

THE TEACHER.

Why are you teaching? Is it because you love your work, love the children, and are trying to do good in the world? Is it because you are obliged to do it in order to make a living? Is it because you love to have money to spend? Is it because some of your friends or relatives are on the school board and gave you the place?

Perhaps it is for several of these reasons combined. Now for another question: What kind of teacher are you? You may fill a teacher's position because circumstances compel you to do so, but the way in which you fill it depends on yourself only. Are you in earnest about your work? Do you realize the sacred responsibility of training little children? Do you read professional books and school journals, try to find out what others are doing, keep your eyes open, seek to train the hearts as well as the minds of the children under you? In short are you a *teacher*, with your whole soul in your work, or merely a *person* filling a place that by rights some one else should have?

If you are not a real teacher, why not? It may be you have never thought much about it at all, and that within you, lying dormant, are powers for good of which you are yet unconscious. If this is the case oh! wake up and think what you are doing. "What if God should place in your hands a diamond and tell you to inscribe on it a sentence which should be read at the last day and shown

there as an index of your own thoughts and feelings, what care, what caution would you exercise in the selection! Now this is just what God has done. He has placed before you the immortal minds of children, more imperishable than the diamond, on which you are to inscribe by your instruction, by your spirit and by your example something which will *remain* and be exhibited for or against you at the judgment." Isn't this a serious, a conscience-searching thought? How earnest we should be, how careful, how zealous!

It is strange that people have not found out long ago that a poor teacher may dwarf a child's mental ability, may deaden his sensibility. A man would not take a costly watch to any but a skilled goldsmith to be repaired; if his eyes troubled him, he would trust only a specialist to treat them; and yet think how much more important than a watch or the eyes even, is the mind of a child. The watch may tarnish and the works within give out, the eye will die with the body, but a child's mind, his soul, lives on forever.

Sometimes when a poor teacher loses a position people say, "Oh! aren't you sorry for Mr. ———— or Miss ————? I don't think it is fair to give that place to some one else." Think of *this* question: was it fair to those children to give them any but the very best teacher? Their little minds were being dwarfed, their powers and capabilities repressed, their mental and moral growth retarded. Was that fair? Children have a right to the best instruction and not the poorest.

There is a constantly increasing demand for skilled teachers and especially is this the case in the primary department. The time is fast coming when a poor teacher will not be employed any more than a poor dentist or a

poor physician. People can't afford it. They will find out that even if it costs more money, it pays to have their children taught well.

The primary teacher more than all others holds a responsible position, because it is while the children are young that the strongest impressions are made on their minds. It is then that the foundation is laid for all future work, and if the building is to be strong, well proportioned and symmetrical throughout, how important it is that the foundation should be good. It requires more time, thought, and study to be a first-class primary teacher than to be any other kind.

You have probably heard words to this effect, "Oh! she has only the lower classes in school, anybody can teach them." This is not true. It takes skill, tact, preparation, and patience to teach the lower branches and to do it successfully. It takes experience too. You may have heard this also, "I'd rather have a young teacher's enthusiasm than an old teacher's experience." That depends upon what kind of young teacher or what kind of old teacher you have. Enthusiasm alone is not all that is necessary, neither is experience; but both are needed. Of course the longer you teach, the better you can teach, if you don't allow yourself to get into a rut, as the lady did who used the same Geography for fourteen years. Text-books change, methods change, and the teacher in order to keep up with the onward march of progress must change. Experience we must have and the longer we teach, the more we know that there is more to know. Teaching is no child's play, it is genuine work, and only those who have taught can realize how much it means. Education, what is it? It isn't to see how many facts can be stored away within the child's

brain, but how much the mind and heart grow and are developed, that is the true aim of teaching. The word "educate" comes from "educo," to "lead out."

All real teachers as the years go by, look back and see where they might have done better, and constantly strive to go forward. Whether we begin well or ill our whole work is determined by our ideals. "In what spirit am I working?" we should ask ourselves. It should be the spirit of love and of humility. We should try to serve the children and study the best means of doing this. Hundreds of questions will be asked by the eager, curious little ones, questions not in the books but in their own bright minds, and we must be ready with answers as often as possible. Never deceive a child when he asks a question. If you can't answer him, it is better to say honestly and candidly, "I don't know, but I will try to find out," than to pretend to knowledge which you do not possess.

A teacher should keep up with the times and be informed about the latest text-books. Even if you can't use them in your school, you gain ideas from seeing and reading them. Buy, borrow, or exchange books with some friend who is a teacher. If you are in the country try to keep in touch with some live city teacher who will be glad to give you ideas. Take a day off occasionally and visit other schools. Don't be satisfied with your own work but see what others are doing. On the other hand don't adopt every new book and method of which you hear. What may suit one school or class may not be adapted to another. Attend county Institutes and if they are uninteresting make them interesting. Be so enthusiastic yourself that you will inspire others. Give the results of your reading and your methods when you think it

will do good; don't keep them all to yourself. Help and get help from these meetings, that is what they are for. Whether you teach in a public or private school don't neglect to meet with other teachers. Learn what you can from them, and give out what you know so that others may use your ideas. The true teacher is ready, willing and anxious to teach not only pupils but any one who needs to be taught.

"The center, around which everything revolves, is the teacher. If she is happy, bright, and full of enthusiasm, with quick perception and a kind heart, her character will be reflected in the little ones about her. If she is cross, or does things in a mechanical, half-hearted way, this too will have its effect." What the teacher is, the school will be. If we wish to govern others we must first learn to govern ourselves. This is at once the most important and the most difficult rule to keep. If you allow yourself to grow irritable, the feeling will be communicated to the pupils, but if you preserve an even temper and a well-balanced head and heart, everything will move on smoothly and without friction. "Greater is he that ruleth his own spirit than he that taketh a city." Certain it is that only when we control oneselves are we fitted to control others.

Are you ever cross in the school-room? Do you scold the children and find fault with them and think they are the worst children you ever saw? Do you ever think to yourself, "I can't stand this any longer?" Then at night do you feel ashamed of yourself, and discouraged at the same time? There are two things the matter. One is that you do not plan your work well. You didn't give these children anything to do and very naturally they fell into mischief. Then you showed that you felt cross,

and that made the children feel cross. Yes, that is one trouble, but the cause back of all that, is that your nerves are giving out and that you are slowly and surely committing suicide. Don't you know that teaching is a great strain on even the strongest constitution? Look about you at the teachers of your acquaintance, how many look healthy? Can't you think of more than one teacher who has broken down from overwork? They tell the children to obey the laws of health and how many know how to take care of themselves? You need more sleep. You need to go to bed earlier and to have some rest. You need recreation and a little break in the monotony of work. The human frame can stand a great deal but there must be a reckoning some time. Don't use up all of your nerve force at once. Work as much as you please, keep busy, study, read, but remember that "All work and no play makes Jack a dull boy." Your teaching will be better if every now and then you allow yourself to relax.

It helps the primary teacher to have mother-meetings. Most mothers send a child to school and never even visit the school to see what the teacher is giving him. One of two things must be true, either the parents must have unbounded confidence in the teacher, or must care nothing, think nothing of the child's character being moulded for time and eternity. Sometimes they do not even know the teacher, do not see him or her, until the close of the session. This is often the case in the country and too frequently in town, and yet that teacher has put into that child's life, thoughts and ideas that will last always. Parents need to know the teachers, teachers need to know the parents, and as both are factors in influencing the child's destiny they ought to work together. Both

need to study the child, to find out what is best for his particular nature; what his natural tendencies are, which need to be strengthened and which discouraged. Better work would be done and better results obtained if parents would realize this. There are many teachers who have waked up to the importance of their work and are ready and eager to do the best they can; but they need help, they need support, they need the coöperation of the fathers and mothers who should realize the importance of the teacher's work, should be interested in it, and should visit the places where their children are daily taught.

Call the mothers of your pupils together. Organize a club, and discuss questions pertaining to the welfare of the school. Read everything in the Home Department of *The Progressive Teacher*. Find out what other mother clubs are doing and seek to gain practical results from coöperation.

Teachers, our work is high and noble, the greatest of all professions next to the preaching of the gospel. We hold the future of this nation in our hands to a great extent, for who are these children but the future men and women of our country? They will make its history hereafter. We, as teachers, are moulding them, and according to the way in which we bend and train their minds and inclinations so will they be. We do not have more influence than some parents, for while there are those who through thoughtlessness or ignorance neglect their children, there are others who give the most earnest consideration to training their little ones aright. They pray over it, they strive to their utmost to keep them in the right path, to throw in their way good books, to have them associate with kind, well-behaved children, to give

them employment and amusement in the home, in order to keep them happy and healthy in mind and body. Yet many of these do not realize that our work as teachers is the same as theirs. Some of them think that if their children are taught to read, to write, to spell, and to cipher that the teacher has done her part. Ah! but she hasn't. If this were all, if the responsibility stopped here the work would be easy enough. There are many who could do this who are not teachers in the true sense of the word.

What must a teacher have? First above all things she must have patience, unbounded patience: patience that will enable her to be gentle when children are noisy and restless and have bad lessons. Then she must have love; love for all of the little ones who are placed in her care. Mothers love their own children but how many of them have patience when the child of the neighbor runs through the house with muddy feet or how many are just, and able to see both sides in a quarrel between the little neighbor child and their own. Yet a teacher must have love enough and a heart big enough to gather all of the little ones in, and must be impartial enough to decide against one she loves perhaps the most, if another is in the right. She must be just, she must be wise, must have tact and prudence, must learn the modern and improved methods of teaching. She must have forethought, and plan out each week how best to make the lessons interesting for the week following. She must have good common sense and her mind must be stored with various kinds of knowledge. Even if she doesn't teach them, she must know something of History, of Geography, of Geology and Botany. She must acquire the art of story telling, must study the natural world about us, the birds, the trees,

the flowers, the sunshine and the rain. She must take a wide range and visit the realms of poetry, of music, of art. She must know something about these wonderful bodies of ours and how to keep them healthy. She must be well-informed on current topics and most important of all, must be filled with kindness of heart. Woman is spoken of rather than man because of late years the work of the primary department is being given into her hands.

The ideal drawn is high and perhaps none of us can attain it, but we can try, and there are many who do try.

"Heaven is not reached at a single bound,
But we build the ladder by which we rise,
From the lowly earth to the vaulted skies,
And we mount to the summit round by round."

So, little by little, must we rise in our chosen profession. Sometimes we are discouraged. There is much to do, there are many ideas that we can not put into practice. It is hard to be always self-controlled, always patient, always kind, but we must not mourn over failures. Let us rather say, "I will forget those things which are behind and press forward."

CHAPTER III.

THE CHILDREN.

Here are the children; school has begun. What will you do with them? How will you control them, by means of love or fear? Will you lead or drive them? How will you teach them, wisely and well? When they leave you next spring or next summer will they be better or worse for your influence? They must be one or the other. They are as marble in the sculptor's hands. Beautiful traits of character are to be rounded out and developed, the angles of bad habit and wrong tendencies are to be cut off or rubbed down.

Are all children alike? In some respects yes, but in others how vastly different. Here is one child who tells a falsehood as naturally as he speaks, he doesn't think about it at all. Another has been told the sin of it but the habit is so firmly fixed that he finds it hard to stop. Another is truthful but high-tempered. One child is timid, self-conscious, painfully bashful, while one of the same age is aggressively pert, likes to be noticed and has evidently been taught at home that she is the most important of all persons.

What is the best thing to do for such children? Study them, find out their thoughts, their aspirations, their minds ,their good and bad traits, their likes and dislikes. The florist in order to bring blossoms to perfection studies flowers, how much more important it is that we study the blossoms placed in our care! He knows that all plants

must not be treated in the same way, that some need a sandy soil while others do not, that some require more water than others and some need the sunlight more. So it is with children; some require a great amount of kindness and patience on the part of the teacher and can be reached in no other way. With others the teacher is compelled to use firmness.

Each child must be studied with a view to helping that particular one. Study them in the class, on the playground, in their homes. Learn what their early training has been. Are their parents poor or rich, kind or unkind, cultured or ignorant, worldly or God-fearing? With whom has this boy or that girl associated? All of these things help to determine the character of each little one in your room. Oh! if you could know the home life of some, it would make you patient and forbearing. You would pity instead of blame.

In this country there are educational workers who for some time have urged the study of psychological phenomena in children. This is done in order that we may have better schools and better teachers. A national society for this study was formed in Chicago in 1893 and Dr. G. Stanley Hall was made president. The movement really began in Boston in 1879 when six primary teachers under the leadership of Mrs. Shaw took several children at a time and tried to find out what they knew.

The results were surpirsing. Many had never seen a live chicken, a robin, nor a growing strawberry. When asked the size of a cow, one little tot said it was as big as her kitten's tail and another thought it was no bigger than her thumb nail.

Since then, laboratories have been established in the large cities, and children have been measured, tested,

questioned, and the results each time written down and preserved for future reference. Special schools exist for the benefit of children whose physical or mental growth has been retarded. Dozens of books have been written about the study of children, and numerous articles have appeared from time to time in the magazines.

It is said that every movement which has blessed the world, uplifted humanity or helped to solve problems' has passed through a period of criticism and ridicule. Pestalozzi was ridiculed when he established a school different from all previous ones. Horace Mann was not only ridiculed but persecuted because he insisted on trained teachers and tried to abolish the old-fashioned a-b-c method of teaching reading. So the science of child-study has it share of ridicule. There will be mistakes made and well meaning people will undertake experiments that will do no good because they are neither systematic nor scientific. "Hasty tests will be made and hasty conclusions drawn, from imperfect and incomplete data" but at the same time much that is good and useful is being given to the educational world by those who know what they are about.

Sometimes as many as a thousand children are examined at the same time. They are told to give answers in writing to such questions as: What frightens you most? What study do you like best? Do you like fairy stories? etc. Some of the answers are very queer. In Sioux City a little child on being asked "Where is God?" answered "In another world." One said "Upon the hill," another "Up in the moon," and still another "In my prayer."

Once in Boston when the children of the schools were measured it was found that the average girl from thirteen to fifteen years is taller and heavier than the average boy

of the same age, but all the rest of her life is lighter and smaller. It was found, too, that the child's body does not grow with the same degree of rapidity in all parts at all times. Certain parts seem to grow and get their force and then to rest for a time. Children grow taller in spring and times of physical growth are also times of mental growth. Dr. Hall says, "Growth in all the organs is a more or less intermittent process." Another student of child-nature writes, "The first pedagogical principle settled beyond controversy by this broad study of children is that no development is possible without the proper functioning of the nervous system." Again Dr. Hall says, "Our nervous system, the most important part of us does not acquire its full growth until we are fourteen or sixteen years old, and after that there is a long period when our growth all centers upon function and not upon size." The laws which govern the development of the nervous system must determine the principles of teaching. One of these laws is that first the fundamental is developed, after that the accesory. Simple process must come first, the fine, delicate and complex ones later. If we reverse the order and give to children lessons beyond their mental grasp, or "push" them in their studies, they may attempt what we tell them and their parents may be pleased with the progress which they seem to be making, but it is contrary to a law written in the child's nerve centers, and sooner or later will produce harmful effects. Let the child develop gradually. Don't crowd the mind. Don't expect too much of a pupil, especially during the first year. For six weeks or two months after a beginner enters school it seems as if he is learning nothing. You grow discouraged. Possibly you think to yourself, "Has this child any sense? Has he no ideas? Have I been

working and trying all of this time to teach him and made no progress?" If for the first time you are dealing with young children you may have such thoughts but when you've had experience you will know better. You will know that the ideas are there, that the little mind is gradually, slowly, waking up and opening, just as a rose-bud opens its petals; and that one day all of a sudden, you will realize that your hardest task, that of getting a child started, is over, and that he has learned to think and study for himself.

Then how fast he does learn. You have trained his powers gradually, naturally. You have not forced him to study but made the lessons so pleasant that he wanted to come to school. You have let the number work and writing go hand in hand with reading and the sounds of letters. He has had busy work, drawing, and talks about nature.

Never crowd a child's mind or force him to study what is too hard for him. Better let him go back and travel over the same ground a second time than to advance him too rapidly.

Tests made in the schools of Lincoln, Nebraska, in the last few years, show that popular ideas are sometimes the reverse of the truth. For instance, boys are found as a rule to be more nervous than girls, and girls can stand a greater amount of study. Girls are more conscientious and ambitious than boys. The mental equipment is very well balanced, boys excelling in some things, girls in others.

When asked what they would like to be when they were grown up, the majority of girls wanted to be teachers, and the greatest number of boys wanted an active life as that of engineer. The boy's motive, nine

times out of ten, was because he wanted to get rich. Here is food for thought.

When asked to name three wrong and three right things, the boys in most cases said it was wrong to kick, steal, fight and get drunk, and the girls were most impressed with the sin of climbing trees and getting their clothes soiled. Both had more to say about the wrong things than the right, though a number of girls dwelt on the fact that it is right to tell the truth. Twice as many girls as boys knew fairy tales and twice as many boys as girls knew Bible stories. Boys have a vast amount of energy. This is why they seem bad when really they are not. This energy must be utilized at once. It must have an outlet, a vent. If you don't give them something to do they will not be long in finding something. The brain of a girl is heavier than that of a boy at first, after that the absolute weight is greater in a boy, relative weight in a girl. Girls fear more things than boys and are more emotional, therefore easier to cry. A boy is more cruel than a girl, more of a savage in his nature. Sometimes a girl likes to tease but more often it is a boy and when he teases those who are weaker or younger than himself he becomes a "bully." Boys can be controlled as easily as girls and most of them can be ruled by kindness. If you will appeal to them in the right way and arouse the better nature, punishments will not be necessary.

Nearly all children fear things. In a school in Massachusetts where a number of them were examined, they were asked what they feared most. The answers were various though the largest percentage were afraid of animals, dogs coming first in the list and snakes second. In another school one little girl said, "It frightens me

most to see anybody that does not believe in God." Another said, "The thing that frightens me most is to be tempted to do wrong." One said, "Death frightens me most," and other answers to the same question were, "To dream bad dreams," "To have some one hide and jump out and scare me," "Not to stand examination," "Elephants," "War," the "Bad man," etc. These same little girls and boys were asked to tell the kindest thing you can do and among the answers were these: "To do all you can for anybody you see that needs it," "To keep someone from doing wrong," "To do all you can to make others happy," "To be a comfort to your parents and grandparents," "To do charitable deeds," "To be kind to your mother," "To help the poor." They were asked to name something very wrong, one wrote, "To cheat," another, "To tell a story," and a third, "To make light of religion."

Some people who have studied the question, think that with regard to memory boys reach the maximum in the second grade and that after that, girls excel. Again it is held that while girls learn more quickly than boys, the latter retain ideas better and longer.

If in your school you cannot carry on systematic and scientific child-study, find out as much as possible about each little child you have to teach, his inner life, thoughts and emotions. This will help you more than all else to understand and control those who are placed in your care. Find the key-note to each character and bring out the best powers there hidden.

Make every effort to teach children to depend on themselves. Show them how to study, then encourage them to study alone. Have short periods, do not tire the minds, but have variety and changes. Make the busy

work interesting and have it correlate with lessons.

When little ones are restless, spend a few moments in vigorous exercise or marching. Let them change positions often. Put other sets of muscles to work. It is very hard for a small child to sit still for longer than a half hour. Do not try to help matters by sending them out for a long recess with no older person to superintend. They will be sure to get into mischief. Let boys and girls play separately unless under supervision. Pupils of higher classes may often help in this way, to the good of all concerned.

Teach correct habits and discourage bad ones, as nail-biting and pencil-chewing. Do not punish but try original and better methods to control children. A little girl pouts and throws herself angrily into her seat. Ask, "Does any one know where Effie Owen is?" "There she is," some one will answer. "No, that is not Effie. That is a cross, ugly, little girl. Effie is sweet and good." By this time all eyes will be turned on Effie, who will be intent on her studies.

A boy is disobedient, refuses to do something you tell him. Say, "How many of you think it is right to mind your parents? Hold up your hands. Now, how many think it is right to mind your teacher?" Of course the boy has become interested. By the time the second question is answered by the school he is conquered. Public opinion is against him. Think of other ways, and do not punish except as a last resort.

Praise politeness and kindness. Do not stand children in corners or keep them in at recess. Never scold one before the school or allow yourself to speak in a loud angry tone. Assume that they will do well and be good; expect it of them. Be firm, mean what you say, but be gentle and courteous. Gain and keep the respect and love of the little ones.

CHAPTER IV.

MORNING EXERCISES.

The time given to morning exercises for little children should be separate and apart from the daily program. It should be a time when teacher and pupils mingle their thoughts and when they can discuss together those high principles that lead to right living. After studying the nature of every little boy and girl, adapt and arrange your lesson so that each child will be impressed and helped. Perhaps you have reason to suspect that one is not truthful. For his benefit, tell the story of the beautiful city "Whose builder and maker is God." Read carefully to yourself the last two chapters of Revelation so that you can describe it to the children. Tell them that no one that loveth and maketh a lie can enter the beautiful gates. Follow this with a story about lying. You can find one if you keep your eyes open. In old readers and Sunday School papers are many helpful stories some of which may be cut out and pasted in a scrap-book ready for use. Accustom yourself to telling instead of reading them, and your words will have more weight, particularly if you learn to tell them well. After the story illustrating your point, discuss with the pupils the various ways of telling a lie. Do we always have to talk? Can we look a falsehood? Do we tell a lie when we cheat? Could you tell one by keeping silent?

Plan your work before hand and give time and study to it. Don't preach to your pupils, they do not need

sermons. Let them do some of the talking, while you direct, watch, help, strengthen, encourage. Hold up before them good deeds, great lives, God's word. Instill into their minds from day to day, high principles, unselfishness, a strong love for truth, a desire to do right for right's sake, a willingness to be helpful, thoughtfulness of others. Make the hour so pleasant for them that they will love to come. This will cause them to be on time and solve the problem of tardiness. Let them leave their desks and gather around you unless your school is too large, and let it be a helpful happy time. It should sound the keynote for the day so that those who are present will go about their tasks willingly and cheerfully, with no words of grumbling or complaint.

In your plan book write down from day to day what you will do the next day; or on Saturday, what you wish each morning of the following week. It would be better still to write during vacation what you will need each day during the session. This isn't as hard as it would seem, and saves much trouble and worry later. It might be like this: for every Monday, a song; Tuesday, verses; Wednesday, a story; Thursday, memory gems; Friday, a talk. The last might be about truthfulness, neatness, politeness, or force of habit. Again, you could have a song every day for a week, or until the children grow tired, and then change to stories. Plan your work but do not have an ironclad rule about following your plan, if you find the children are not attentive. Remember always that "The time of interest is the time of opportunity." Seize your opportunity when it comes and make the most of it. The teacher of a first grade language class had once prepared a lesson for the children, and was just beginning, when a small dog walked into the

school room. Immediately the lesson was of minor importance and the dog claimed the undivided attention of the children. The class was a large one and the teacher saw that if something were not done quickly, confusion would follow and the lesson would be unwritten; so allowing one little fellow to stand by the dog and pat him, she had the others to make sentences about him. These she wrote on the board for them to copy, and thus the children had a live subject for observation and language work. They were interested just then in that dog more than anything else, and it was no trouble to make sentences about him. If in the morning exercises, the children are more interested in something else than what you have prepared, save it for another time and use what they like in such a way that it will help them. A Sunday School teacher had a pupil who gave her much trouble. He was inattentive and disorderly, yet she knew he had a soul to be saved and she longed to help him. He was a boot black, and one day brought his outfit with him to the class, brush, blacking and all. Seeing he was thinking of that more than of anything else, she took the brush in her hand and holding it up said, "Boys, where did this come from?" "From the store," said one. "Yes, but where did the store keeper get it? What is it made of? Where did it come from at first?" Then partly from questions and partly from her words they learned that it was part of a tree that grew in a great forest many miles away. From this she led them on in their thoughts to the one that made the forests and the mountains and all things; the Father who watches over and cares for boys and girls that love His name. She had gained the boy's attention, had gotten him interested, had found her opportunity and used it.

Fill the child's mind with good things and there will be no room for evil. Store Bible truths and memory gems in it and they will crowd out ugly thoughts. Those parts of the Bible most loved and best remembered are the ones which people have learned in childhood. The minds of the very young are more receptive than those of older boys and girls, so while they are little, make them familiar with the Bible stories of Joseph, Ruth, Esther, and David.

Vary the exercises. Don't have the same thing over and over. In many schools the pupils are required to repeat the Lord's prayer every morning in the session, until with some it is mere mockery. They say the words mechanically and with no thought of reverence. In other schools the Principal always reads a chapter and often adds a moral lecture. A short passage from the word of God, read distinctly and without comment, usually carries with it more weight than if the teacher tries to explain its meaning.

Perhaps someone who reads this is assistant teacher in some country school. If so, ask the privilege of having your little ones to yourself during the opening exercises. They should not be forced to sit with the main body of the school and listen to something which they cannot understand.

Pupils, even little third grade children, may read alone from the Bible, if simple short passages are selected for them, and if they are allowed to practice reading them. Some suitable ones are: Luke XII; 22,31. Luke XI: 1,4. Mathew VII: 1, 5. Mathew V: 2,9. Luke II: 8,14. John XIV: 1,6. The twenty-third and twenty-fourth Psalms may also be used this way. When the Lord's Prayer or any prayer is to be repeated in concert the

children should be taught to close their eyes and to be reverent. These words may be used by them:

"Before my words of prayer are said
I close my eyes and bow my head,
That I may think to whom I pray
That I may mean the words I say."

Little people like to play that they are building, or climbing, or running a race. After describing how a house is built, or how Solo non built the temple at Jerusalem, say "Children, each one of us is building a house and every day adding a little to it. Are we building our houses well? How do we build? By our words, our acts, our thoughts. What are you putting into yours; good things or bad things?" Anything which appeals to the eye as well as the ear is helpful. If you use the blackboard draw á house, or if this is too difficult, simply some stones laid one upon another. On the foundation stone print the name JESUS and each day add a stone, printing on it the subject for that day's talk or discussion. On one print "truth," on another "honesty," etc. The song "Little builders" is suitable for day schools as well as Sunday Schools. This with other charming children's songs may be found in "Special Songs and Services," by Mrs. M. G. Kennedy, published by W. A. Wilde, 25 Bromfield street, Boston; price 45 cents. These words may be recited in concert by the children:

We are little builders
Building every day;
Building with the things we do
And with the words we say.

The idea of building may be used not only with reference to character but the body and mind. A three fold

building is going on at all times, mental, moral, and physical. Talk in this way, "Children do you know that your bodies are houses? Yes, each one here is building a house, a temple in which the soul may live, in which God's spirit may come to dwell. We must keep these houses in good order. The bones are the beams and rafters, or frame work, and the eyes are the windows from which the soul looks. Some houses, away down in Africa, are painted black, some in the far west are red, and over in China they are yellow. In some of the islands of the sea the little children's souls live in brown houses but you have white ones. You must keep the outside of your house clean, and not only that, but keep the inside in nice order. How can you do this? Can someone tell me? Yes, that is right, by eating; but does that always put your house in order? No, sometimes it does harm. You must be careful not only about *what* you eat but *when* you eat. If you eat all through the day, any time you feel like it, is that good for you?" Some child may say, "Well, I eat whenever I feel like it and it doesn't make me sick." "No," you can answer, "perhaps not, but if you keep on doing that way till you are grown up, you may ruin your stomach; that will cause you much pain and suffering and maybe kill you at last." Teachers can't put too much emphasis on the rules of health. It is pitiful to see how children are allowed and even encouraged to break them, by well meaning but thoughtless parents. A physician said recently that physiology should be taught to children with ungloved hands. Emphasize the importance of eating wholesome food at regular times, of chewing it thoroughly, of taking fresh air and exercise. Impress on your pupils the danger of intemperance or excess in anything they do; the harmful effect

of overloading the stomach, of getting over-heated and then cooling off suddenly. Teach the effect of tobacco and alcohol. Two books on the subject, written in simple language so that a child may understand them, will furnish material for morning talks through many weeks; they are Child's Health Primer (American Book Company), and Child's Book of Nature, Part II. (Harper Brothers.)

Again in your talks you may ask, "How can you build your minds children? Yes, by studying your lessons, by reading things that will help you. Which is most important to build, in the right way, the body, the mind, or the heart?" Show why the last is the most so, though all are important and one helps the other.

In an interesting talk at a Sunday School convention Mrs. Bryner used a black board illustration of this kind and her idea may be used with other letters and other subjects by primary teachers in the secular schools.

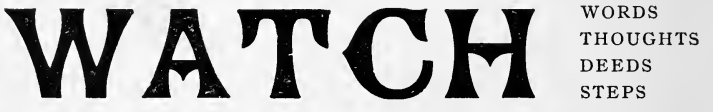
AVIOR
CRIPTURES
UNDAY SCHOOL
HINE TO
HOW THE WAY TO KEEP
OMEBODY
AFE.

She told the children of the different kinds of light in the world; the light set in the street at night to keep horses from running into something that was being built, or a hole where the street was torn up; of the headlight on the engine; of the red light used as a danger signal; of the miner's light worn on the front of his cap; of the great light houses at sea and on all the coasts, and the lights on ships; oil lamps, electric lights, etc. Every one of

these was shining to "Show the way to keep somebody safe." She told them of the Savior, the light of the world; that the Savior, the Scriptures and the Sunday School were shining to "Show the way to keep somebody safe." Then the lesson was applied to the little ones themselves. Were *they* shining to help some one else? What were they doing for others, for their fathers and mothers, brothers and sisters, playmates and friends? If you use this lesson, ask, "How can you let your light shine, children?" Make it practical and personal, and try to uplift and help every child in your school room; try to lead all to a higher and nobler conception of life than they have known before. The song "Jesus bids us shine" would be appropriate here.

"Jesus bids us shine
With a clear pure light;
Like a little candle
Burning in the night.
In this world of sorrow
We must shine
You in your small corner
And I in mine."

Many letters or words may be made the basis of a morning lesson; for instance the word "watch."



Tell the children something of this kind: "Once a little boy set a watch over his house, his body. He locked the ear door so that he couldn't hear bad words and

watched the mouth door so he wouldn't say them, and so he wouldn't let in whiskey or tobacco. He wanted to keep his house clean. He watched the hand servants and kept them so busy doing good things that they didn't have time to do bad ones. You know Satan always finds work for idle hands to do. This little boy wanted to work for the Lord instead of Satan so he kept his hand servants busy. He watched his feet servants and made them go on errands for other people. When his mamma told him to run down to the store and buy her a spool of thread he went right straight; he didn't stop to play ball with some boys that called him. He knew his feet servants had some work to do. He kept the windows of his house (pointing to the eyes) clean and bright so that he could look for chances to do good. If we keep busy doing right we wont have time to do wrong. Children, watch your words. Don't call one little playmate stingy, another ugly, and another hateful. If you can't say something kind about people don't say anything. Watch your thoughts, because whatever you think about you will talk about. Watch your deeds. Do you do anything for your mother when you go home in the afternoon or do you pout and whine and beg her to let you go somewhere when she has said, 'no?' Watch your steps. Do they ever go where they ought not to go, or do they go to carry things to poor people and to wait on somebody who is tired or sick? Do you set a watch over your house to keep it in good order?" Use this verse from the Bible: "Set a watch, O Lord, before my mouth! Keep thou the door of my lips."

Suggest to the children that they are planting gardens and ask how each one is caring for his or hers? Do weeds grow there or pretty flowers? Weeds are ugly cross words,

bad essons, laziness, selfishness; flowers are neatness, carefulness, kindness, obedience.

The little ones may be seed sowers and talk of what they sow each day. The song from the hymnbook beginning:

"Sowing in the morning
Sowing seeds of kindness"

would be appropriate even for children.

The school may be a bee hive and each child compared to a busy bee, only they musn't buzz too much. "Are there any drones?" You may ask, "Is everybody busy?" They may be soldiers and a brisk marching song used.

"We are soldiers of the school
And we march in perfect time
Always striving to obey each slight command.
If we seek to do our best
Upward will we ever climb,
And we'll reach the highest places in the land.

Chorus—Tramp, tramp, tramp, as we go marching,

We are happy gay and free.
Just step in our schoolroom bright
We are sure you'd like to come
For a happy lot of girls and boys are we."

—Selected.

Tune—Tramp, tramp, tramp, the boys are marching.

Another one to be sung with the accompanying motions is adapted to the time of "Marching through Georgia."

Now we'll sing our marching song,
We'll sing it loud and clear;
Sing it as we love to sing
With voices full of cheer:

Sing it in our schoolroom,
With our schoolmates all so dear;
As we go marching on Monday.

Chorus:

March on! march on!
And as we march keep time.
March on! march on!
As we sing our simple rhyme.
Marching thus and singing all
We are a happy band,
On this bright Monday morning.

II. Now we'll hold the right hand up,
And now the left we hold;
Now we'll draw them back and forth
And do as we are told.
As we march as we sing
We'll all keep perfect time
On this bright Monday morning.

Again the children may be told that they are climbing a hill and if they go down in lessons or deportment one day tell them to take a fresh start and try to climb up the next. Say to them, "Don't look back, it only wastes time. Never mind if you missed yesterday, do better today." Children need encouragement. Help them over the rough places. To the tune "Oh! come, come away" these words may be sung:

Oh! come let us climb
On this glad Tuesday morning.
With faces bright
And hearts so light
Oh! come let us climb.

Lessons are hard but we will try
To climb the hill; and by and by
We'll reach the top so high.
Oh! come let us climb.

Teach children not to be cruel but to be kind to animals. Read them "Black Beauty" and "Beautiful Joe." Tell the story of "Daniel Webster's First Speech," or any you find helpful for the purpose.

Make use of the blackboard often. Draw steps, or a ladder, letting them supply the words to write on each round as they climb higher towards true character building. Draw daisies and turn the round centers into faces showing smiling, sad, or frowning countenances and ask which they are like.

Draw a bee-hive on the board and put in or near it the names of the busy studious pupils' Do not put the names of the drones. Call attention to the good, not the bad.

The children may be taught the names of the twelve Apostles by allowing them to sing this little verse:

Tune—I want to be an angel.

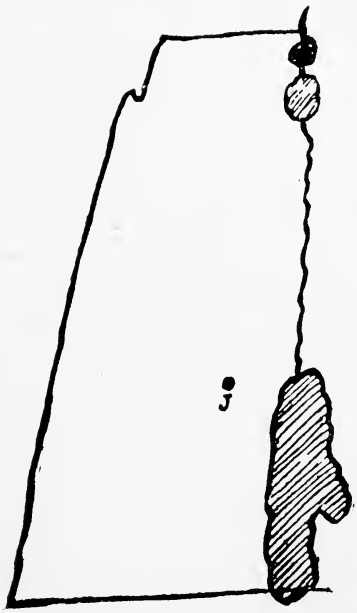
"Of all the twelve Apostles
Our Savior gives the names,
John, Philip, Andrew, Peter,
Bartholomew and James.
Thaddeus, Thomas, Matthew,
Judas Iscariot,
James, Simon, and when
Judas fell
Matthias, chose by lot.

For a morning prayer this song is pretty:

"Father we thank thee for the night,
And for the pleasant morning light.
For rest and food and loving care
And all that makes the day so fair.
Help us to do the things we should.
To be to others kind and good.
In all our work and all our play.
To grow more loving every day."

The tune, "Stand up, stand up for Jesus," may be with a little change adapted to these words.

For teaching the geography of the Holy Land draw on the board the map.



Show that the right side is a straight line about four times as long as the line across the top, and twice as long as the southern boundary; that the bend in the coast line is opposite the Sea of Galilee; and that the Dead Sea is shaped like a mitten with the thu nb turned to the east. These words may be recited as the drawing is made on the board:

"The slanting coast line here we find
And bring it first before the mind.
The Jordan River next we see
Then Mermon Lake and Galilee.
Then on and on the Jordon flows,
It turns and twists but on it goes.
Reaching at last the great Dead Sea,
Far south of the blue Galilee.
We westward look from Palestine
And there beyond the long coast line
The Mediteranean Sea appears
Called the Great Sea in early years."

(May be sung to the tune "Maryland my Maryland.")

This is taken from an article in an old copy of the Sunday School Times. A whole song about the Holy Land, words and music may be found in "Songs for God's Little Ones," published by R. R. McCabe & Co., 166 S. Clinton street, Chicago. This teaches the children to locate the cities, mountains and seas in a way which they enjoy.

"Sunshine" is suggestive for opening exercises. Talk of the good it does to trees, vegetables, flowers; to animals and to people. Make "A visit to Sunshine land" with the children. Discuss how they may

"Make sunshine in the house
When there is none without."

Use a prism to throw the colors of the spectrum on the wall. Let the children sing, "Good morning merry sunshine," "Let a little sunshine in," "There is sunshine in my heart today," or

"Are you shining, shining,
Shining now for Jesus
Shining every moment
Shining all the time?
Are you shining, shining,
Shining now for Jesus
Shining with a light sublime?"

For the first song, or as the children come in, sing this:

"Good morning dear children
Good morning to all.
The clock points the hour
And we come at its call.
We're happy in work and
We're happy in play.
Then hurrah! then hurrah!
For each happy day."

On the birthdays of noted people the exercises may be about them, and on Valentine's day mottoes may be given to the children written on little slips of paper for each child to learn. Have these suit the various natures.

For the little girl who frowns, write:

"As welcome as sunshine
In every place
Is the beautiful smile
Of a good natured face"

The boy who lacks perseverance may have:

"All that's great and good is done
Just by patient trying."

The child who does not like to finish things may have:

"If a task is once begun
Never leave it till it is done."

Others that may be useful are:

"Beautiful hands are those that do
Deeds that are noble, good and true."

"Do your best, your very best,
And do it every day
Little boys and little girls
That is the wisest way."

"Blessed are the peace makers."

"There's work for me
There's work for you,
Something for each of us
Now to do."

"Whatever is worth doing at all
Is worth doing well."

"Never put off till tomorrow
That which you can do today."

"He that is good at making excuses
Is seldom good for anything else."

"Do all the good you can
In all the ways you can
To all the people you can
Just as long as you can."

CHAPTER V.

READING.

One of the hardest things in school work is to take a class of beginners and teach them to read, and yet the task is a pleasant one. Their minds are full of ideas which they cannot express; all the world is new to them; they are sweet, innocent, full of wonder and eager to learn. What could be more interesting than to be with them from day to day and help to draw out and develop their powers? How can we grow impatient with such little things and scold one when he does not know his lesson?

A child can't learn his letters all in a minute or even a day, any more than a grown person can learn the Greek language in the same length of time. The alphabet is as hard to the child as the letters would be to one totally unfamiliar with it. The letters must be learned of course, and not until they are learned can the child take the book and study out the lesson for himself. Teaching, however, must be a very gradual process. Sight reading phonics, and writing should all go together and the letters be learned incidentally. It is just as reasonable to introduce a child to twenty-six people at one time and expect him to remember all of their names, as to force on him the whole alphabet at first. When the letters are taught, there should be some idea to fix each one in mind. Say that one is little "a." When she has her cap on, she says "â," and when she has a straight mark over her head she says "ā." Again you may name one little Mr.

"b" and say that when he is grown he looks like this, "B." The letters "o," "s," and "k" are easily learned. The first is the way the mouth looks when it says "oh", the second curls about like a snake, and says what the snake says, "s" (giving the sound only.) The "k," poor old fellow has a broken back, and when "c" sounds like "k" we put a collar on him thus: "-c."

Such little devices are always helpful in teaching children the alphabet, but the best results are reached by beginning with the sounds of letters and with sight reading. These two methods are called respectively the phonetic and the word method. Both should be taught from the start but the lesson should be so arranged that instead of having one long period the children should be taught at several different times. Early in the morning spend fifteen or twenty minutes on the word method, then later when the children have had, for a change of occupation, number work, busy work, or play, call them up again for a short drill on phonics. The oftener they can recite the faster they will learn, provided the lessons are made interesting and the time given to each one is short. In other words teach beginners in "broken doses" instead of spending thirty or forty minutes on one recitation.

Word Method or Sight Reading. It is not necessary for the children to have books for the first two weeks, though many excellent teachers prefer that they should. A chart may be used or where there is no chart, one Primer or First Reader owned by the teacher can with the help of the blackboard work be made sufficient for the needs of all. Perhaps the first word suggested by the book or chart is "hen." Show the picture, get the children to talk. Ask, "Mary, have you ever seen a hen? Was it like this one?" After they have become interested

and you have told what you know on the subject, tell them that you will make another pictore of a hen and then write the word in plain letters on the board. Ask them to look at it carefully, so they will know it the next time they see it. Erase and write some other word, as "dog" and ask "Is this hen?" "Erase, and write another word and another, asking each time, "Is this 'hen'?"

Then write "hen" again and see if they will recognize it. Write a sentence containing it and let them point it out. To know this one word at sight is enough for the first lesson. If you have perception cards hang the one containing "hen" in a conspicuous place where the children can see it during the day. These cards may be made of stiff white paper and the writing should be large and very plain. A sharpened stick or the point of a pen staff may serve for a pen, and black ink should be used, or they may be written with a soft crayon pencil. If prepared during vacation and those words written which are to be taught from day to day, they will be found very helpful. Don't attempt to teach the children at first that h-e-n spells "hen" but simply to know that word as a whole whenever and wherever they see it.

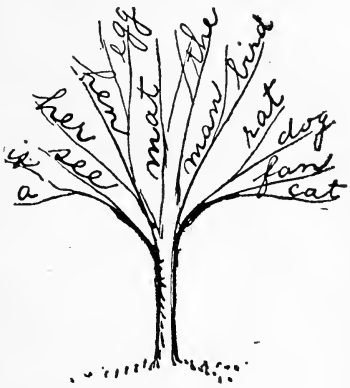
Next day take a new word suggested by book or chart. It may be "boy" or "cat" or "ball." If it is the latter and you can make it convenient to do so, show a ball. Go through a similar process to that of the previous day. Ask about the color, size and shape of the ball. What is it made of and what is it for? Write "ball" on the board and let the little ones learn it by sight. Hang up the perception card which has "ball" on it, and use the word in sentences, allowing the children to point it out. Review "hen" and see if they remember it. On the third day take a new word and proceed in the same manner. Incidentally

bring in other words as "the" and "see." Write sentences as: "I see the hen. I see a hen. I see the ball. I see a ball." One new word each day with an occasional outside one, as "and," "has" or "an" is enough to teach. Always review the words previously learned. Keep the blackboard drills up and form your letters carefully, remembering that they serve as models. For a part of the busy work give each day the new word learned, for a writing lesson, and when it isn't too hard let the children draw what they write about. The imitation may be poor but let them make the attempt. Drawing aids in forming and retaining ideas. Make haste slowly and don't look for results too soon. It takes eight or nine weeks for the foundation to be laid and when that part of the work has been well done, success will crown your efforts. Use script letters during this period and if each lesson is thoroughly mastered by the pupils, the transition from script to print will be easy.

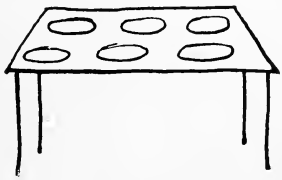
Have word hunts. Before school put on the board a number of words which the children have learned and ask Mary to point to one which she knows. Let James name one and erase it. Have another child to show you one and so continue until the words are all gone. Draw a ladder and write a word on each round, then tell one of

the children to start at the bottom and see if he can go to the top without falling off, which means of course to call the bottom word at sight, the next, the next, etc. If one fails have another to try.

Draw a tree with fruit and play the words are birds. As the words are named let the birds fly away, (erase the words.) Do not play shooting the birds for boys are too ready to do that. Teach kindness to all dumb creatures.



Draw a table and write the words learned, in the dishes.



In this as in other studies make play of the work and invent games that will help in teaching. Hang out all of the perception cards that have been taught and ask one child to see how many he can name. See who can

name all without a mistake or who can name the most. If you do not use the large cards write the words that have been learned on little pieces of stiff paper about an inch by an inch and a half and keep them in a box. Some day for review hold them up one at a time and let the children tell their names. Hand the little card to the one who answers first and whoever gets the most wins the game. These cards may be used in another way. Supply each child with enough to arrange in sentences at his desk.

Write new combinations on the board continually, composed of words familiar to the class. Even when the stock is small, sentences innumerable can be made. Suppose they have learned "boy," "ball," "see," "the," "apple," "has," "I" and "and," you can make

I see a boy.
I see a ball.
I see the boy.
I see the ball.
I see the apple.
I see the boy and the ball.
I see the boy and the apple.
The boy has the ball.
The boy has the apple.

Thus by changing the order of the words the word-pictures are more impressed on the child's mind.

The Phonetic Method. For this branch of the work teach the sounds, not the name of letters. Teach the sound of "f" by putting the upper front teeth on the lower lip and forcing the breath through. Teach the sound of "m" by telling that the cow says "m."

Close the lips and force the voice through the nose for this. Give only one or two sound-names a day, teaching

the easier consonants and long vowels first. Make up little things to illustrate how these sounds are made, as: "Once there was a little boy who lived near a railroad track and he had a pet dog that used to bark at the cat and make her very angry. He would say r-r-r-r-r and she would strike at him with her paw and say f-f-f." Ask the children what it was the dog said and then write the letter "r" on the board. In the same way teach the sound "f." Erase and then write one of the letters again and ask "Is this what the dog said?" Next day continue the story, as: "One day an old cow was on the track and she said m-m-m-. Away down the track was the station and there the little boy saw a train. The smoke was coming up and the train was saying p-p-p." (Press the lips firmly together and force them open suddenly for this sound.) "The boy was so afraid that the train would run over the poor old cow that he called his dog and told him to go and drive her away. He said s-s-s to the dog. Just then the train left the station and sounded this way, ch-ch-ch-ch; and the dog said r-r-r-r-r and drove the cow away." Connect these sounds with the things which represent them, so that wherever the child sees "ch" for instance, if he can't think what it stands for, remind him that it is what the train said. Any such story or stories will serve the purpose, and by catching and holding the child's attention will fix in his memory that which you are trying to teach him, the sounds which the letters represent. The letters "sh" should be taught as one sound; it is what a mother says when she wants you to be quiet and not wake her baby. The bee says z-z-z. The old gander says th-th-th.

There is no special order in which to teach the sounds of letters except to teach the easiest ones first, f, l, m, r,

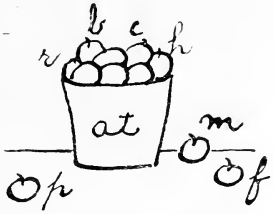
s, sh, th, ch, etc. Long vowels are easier than short ones and of the latter, short "i" is the hardest to learn and should be taught last. Use the blackboard a great deal and put there from day to day not only the new sound to be taught but also the ones already learned. Pointing from one to another have the children to give the sounds and thus form words. From the list f, m, l, r, ā, ī, ō, ū, t, ch, s, sh, may be made ail, mail, rail, sail, fame, lame, tame, same, roll, toll, soul, mole, and others. If the syllable "ing" be added to the list and taught as one sound "ing," they can form longer words as

ailing	failing	sailing
ring	sing	ringing.

In teaching these, remember that the object is not to teach the children to spell words nor to know them by sight, but simply to know instantly the sound which each letter represents, so that when new words are presented and marked, they can tell how to pronounce them even when ignorant of their meaning.

Families of Words. As soon after beginning as you think expedient teach the families of words. There is the "cat" family; at, bat, rat, chat, fat, hat, flat, mat, Nat, pat, rat, sat, and that, all belonging to it. Set copies of these words in the composition books, straight across the page, or down on one side, so that the words which the children write may be on a line with your copies instead of under them. Write "at" on the board in a number of places and then ask, "Mary, what shall I turn one of these words into? All right, what must I put in front of it? Yes, that is right: I'll put what the dog says 'r.' Now we have r—at, rat. Suppose I want to make 'hat' what must I put in front of this? (Point

to another 'at.') I'll write what the dog says when he has been running and is very tired, 'h, h, h.' (Give sound only.) Now we have h—at 'hat.'" Teach the "pan" family, an, Ann, can, Dan, fan, man, pan, ran, tan, van. Again say, "If this (writing on the board) says 'ap' what does this say?" (writing m—ap.) Teach "ing" as one sound and writing it put different letters in front, thus making ring, sing, cling, string, wing, etc.



Draw an umbrella. Write on it the word "all." Above put the sounds you have taught to the children. Play they are rain drops and let children make words with them, as call, ball, fall.

In the Second Year teach children to use the diacritical marks, to some extent, and call attention to the

silent letters. To know and to be able to use the marks helps children in both spelling and reading. It makes them independent. They do not have to ask: "What does this spell?" but can find out for themselves. Take "field," for example. A well-taught child will know when he sees the markings that "i" is silent and "e" is long, and, without hesitation, will give the sounds "f–ē–l–d" and say "field."

For busy work allow pupils to illustrate their lessons occasionally, by drawing and paper cutting.

As to the manner of conducting a reading class in the second, third or fourth grade, no two can be taught exactly in the same way. Some classes advance more rapinly than others and study harder. One method will cause pupils to be interested and enthusiastic for awhile, and then they will grow tired, and a change will be beneficial. Sometimes they like to have head and foot, and trap each other, in the old-fashioned way, and some grow angry and display temper, while others are discouraged, because, though they study hard, they are poor readers. In most modern and progressive schools this method is no longer in practice, and yet many excellent teachers like it because they say it stimulates pupils to study. One great objection to it is that pupils take up time, which should be spent on the lesson, discussing where they belong in the class, who is head, who is next? etc.

In reading classes give short lessons, and require the pupils to learn them thoroughly. Each day go over with the children the words for the next day's lesson. Teach them to call these at sight; most of the words in the readers at the head of each lesson, are put there for sight words, and should be taught as such. If they are to be spelled off the book, choose only the easiest ones.

Many words, which a child can learn readily at sight, would be difficult for him to spell. Teach children to read naturally and with expression. In order that they may do this, see that they understand what they have. Don't allow them to read in a jerky, or sing-song fashion, but smoothly, and with proper emphasis.

One method, sometimes employed in reading classes, is to let a child read until he mispronounces a word, when the next pupil takes it up where the first left off. This one reads till he misses, when a third begins, and so the reading continues around the class. This forces children to pay close attention, because, if one does not see the mistake made by the one above him, he forfeits his time to read till his turn comes again. If the class is small, the first one to see the mistake each time may begin reading. Again, a pupil may read a verse or several verses, if they are short, and when he has finished, the teacher may tell the mistakes. A half-page may be given to each, or a page, and, at the close of the lesson, tell who made the smallest number of mistakes. If unusual words occur, talk about them, ask the meaning and use them in sentences. The length of the lesson and the way in which it should be taught, must be determined by the size of the class and by the length of time allowed for recitation. If you adopt a plan, and find it does not work, try another.

Go over many times the words at the head of the lessons so that children may be thoroughly familiar with them. Teach them as *sight* words only. Introduce word games when you think it will help pupils to learn more readily.

Occasionally have reviews, and allow each child to choose a lesson, or a part of a lesson which he likes especially to read. Have supplementary readers and lessons

from other books, or from reading slips cut from school journals and pasted on card board to make them durable. A composition may sometimes be used as a reading lesson. Let the children, occasionally illustrate what they read about. Even if crude, the drawings will show the child's idea, and the lesson will be more interesting to him.

Try to conduct your class in such a way that all will pay attention and be ready to read when called upon. Rewards prove an incentive to good lessons. Give a little card or badge for each perfect recitation, and when a certain number of these have been collected, give a Perry picture or reward of some kind.

There are two objects sought when we teach a child to read. The more important is that we wish him to learn to read understandingly the printed page, so that if for any reason his school life should be interrupted, he could go on with his education alone. The other object sought is to teach the child to read orally with expression and fluency.

To insure correct emphasis give drills on some sentence read in different ways, as: *This* is a white dog. This *is* a white dog. This is a *white* dog. This is a white *dog*.

Reading is an art which may be acquired by all.

CHAPTER VI.

SPELLING.

Oral spelling alone is not sufficient, written spelling alone is not sufficient, but both should be taught to children. Adopt some method of conducting the recitation, and, as long as it works well, follow it, but if the interest wanes, try another. Have the children to bring the written words to the class, copied from the book, and require that the work shall be neat and the letters carefully formed. Each pupil may have these in a book, tablet, or spelling blank. After they have been carefully looked over and graded by the teacher, the children may spell the lesson orally and write it in the class.

Blackboard work is helpful; an objection to this, however, is that pupils may be tempted to copy from each other. This may be avoided by giving one word to the first, third, fifth, and seventh pupils, etc., and the next word to the other half of the class. See that the letters of the words on the board are properly formed; that they don't "jump up" off the lines or "run down hill;" that the small ones are uniform in height, and the large ones likewise. Teach children to dot the i's and to cross the t's, and to let their work present a trim, clean appearance If twelve words are to be written, let them make twelve lines and number them. Sometimes it will be found convenient to have one or more of the larger pupils draw these lines on the board ready for the class.

Give short lessons and require the pupils to study them well before they are called upon to recite. If all of the members of a class come up with bad lessons, it is a good sign that those lessons are too long, and, therefore, too hard. Teach the diacritical marks, not all at once but a few at a time. A knowledge of their meaning helps one not only to spell words but to pronounce new ones. In order to teach these marks learn them thoroughly yourself. You may think they are not important but they are. Give drills on them. Ask the children to give you a word with a long "ā" as "fāil," "tāme." Then ask for those containing long "ē," as "mēte," "bēat," "mē." In the same way take the short vowels, and then "ä" with two dots over it, as in "ärm;" with two dots under it as in the word "all," etc.

Make a chart of the sounds learned. Teach a sound thoroughly before going to another.

Write on the board new and unfamiliar words and see if the pupils can tell by their marks what they are. Have reviews often, and have one child to write a word occasionally while another marks it and still another pronounces it. Go over one day the lesson for the next day, making the children call out the words without help if possible. Have written reviews also. If a word seems to be particularly hard call very special attention to it. Put it on the board in a conspicuous place. Have it discussed, erased, written again, marked and spelled a number of times orally.

To teach sight words, draw a brick arch and on each brick write a word. To pass through the arch the child must know every word. Draw a snow fort. Have sides and let each side try to capture the fort. Each child who can say all of the words written on the fort, scores

a point. When all of the children on a side can say all of the words, the fort is captured.

Call attention to the silent letters in words. Write the word "lame?" Say that this letter says "l" (giving sound), this one says "ā," this one "m" and this one (e) doesn't say anything. Let's rub it off. Does the word still spell "lame?" Yes, it still spells "lame" even after we rub out the "e." Let children write their own name and mark them. This is a great help in teaching the diacritical marks.

Let them give vowel sounds in their own and each other's names. You give sounds and let them guess which name it is, as Ē ä (Lena), ā (James), ā î (Mary), â ê (Albert), Ī ä ē (Idalee), etc.

We learn how to spell words by seeing them, by hearing them and by pronouncing them. The sense of sight must be appealed to and the sense of hearing. Besides this the children must be taught how to use the lips and tongue in making the various sounds and combination of sounds. The sight method must be combined with the phonetic for both are important. There are people who can spell orally almost any word you give them, who make frequent mistakes in writing, and when we feflect that by a person's spelling he is often judged, we realize how necessary it is to spell correctly. When one is examined for a certificate to teach, or for the Civil Service, the amount of his education is determined by his spelling and his manner of expressing himself. The same is true when a letter of application is written for a situation of almost any kind.

Teach children to pronounce distinctly. Do not let them say "wite" for "white," "wot" for "what," "ask" for "asked," and "fo teen" for "fourteen."

In the class it is good training for the pupils to let them correct each other's work. It teaches them to be observant and to know what is right. Then too it stimulates those who write badly to do better when they see the neat pages of others. When you give a word to be spelled do not repeat it. Train the children to be attentive, and to listen. Give it out distinctly and clearly and require the class to be quiet so that all may hear. Dictation lessons are helpful. Give out a whole sentence to be spelled and if a pupil misses a word or spells the wrong word, pass it on.

Seeing a word often, does not necessarily teach a person how to spell it. In a large school fifty-four pupils were examined in Geography. The papers were good, some of them excellent, but the word "Geography" written at the top of each paper was spelled in twenty-seven different ways.

A game for the spelling-class suitable for Friday afternoon is called the "Think-quick game." Require the answers to be given at once, without a moment's hesitation.

If one child fails pass the question quickly to another. Tell one to spell a word that rhymes with "band," with "lame" or with "tree." Ask such questions as: How many letters are in your last name? Your first? Spell a word beginning with "r," with "t," with "h." Spell a word with four letters; another; another. Spell the name of a color; a tree; a flower; a person. Take away the first letter from "blend." what word will be left? Take away another letter and what have we? etc.

A different game may be played with a box of anagrams which you can make yourself, by putting letters on little half-inch squares of cardboard or paste-board.

Holding up an "a" say, "Who can spell a word beginning with "a?" Hand it to the child who gives one first. The pupil who gets the greatest number of cards wins. Other games may be invented with the anagrams which are useful for busy-work also, the children forming words with them at their desks.

In many schools those who are in the first grade are not allowed to have spelling-books, but are taught to spell the words in their Readers. When this is done the teacher should use discretion about the words she gives to be learned "by heart." Some of those in the Readers are intended as sight words only and are too difficult for the children to spell. Choose those that are adapted to the powers of the child mind, and during the preparation period, the first six or eight weeks of a child's school life, he should not spell at all. If a spelling book is used in the first grade use a simple one for beginners such as Pollard's Synthetic Speller for Primary Classes.

Call attention every now and then, to words that are alike in sound but different in meaning and spelling, as:

hear—here		four—fore
see—sea		meat—meet
our—hour		pail—pale
their—there		buy—by
flour—flower		wood—would
blue—blew		nose—knows
to	too	two
pare	pair	pear

Mark in your book the words missed by the class from time to time, and use your spare moments in reviewing them, or have a special lesson on them.

Teach spelling not only in the class but in all the written work which you give to children. If they bring original

examples in Arithmetic, if they write a list of places mentioned in the Geography lesson, or of persons and events in the History, caution them to be careful about spelling. In the language work insist upon this, and if mistakes are made at first, call attention to them and have the pupils to try again. Offer a reward of some kind to the one who can write a letter with no mistakes in spelling or punctuation. For busy-work give to the children copies to write, containing the words which they have missed in spelling. Some children have words which they invariably get wrong, and it is only by repeated efforts and continual reminders that you can teach them to spell these words correctly.

Give oral work and written work. Have children to copy into tablets all mispelled words to be used on review days.

CHAPTER VII.

NUMBERS.

Arrange the schedule so that the number work and Arithmetic classes shall come early in the day, when the mind is fresh and capable of clear thinking.

Make the recitation short; young children should not be forced to concentrate their thoughts on one subject for long at a time. During the first year of a child's school-life, the lesson should not last longer than fifteen minutes.

It is the abstract character of much number work that makes it hard for children, hence we should seek to make it concrete. Supply yourself with materials for counting, such as tooth-picks, shoe-pegs, corn, or empty spools, and have a standard Primary Arithmetic or Teacher's Manual, such as Wentworth's, published by Ginn & Co., Boston. For still better work you should have in addition to these, some toy money, several rulers and tin measuring cups, pint, quart, half-gallon and gallon.

With a class of beginners teach the children during the first month to count to ten, and show them the various combinations of numbers. Begin with four.

$3 \div 1 = 4$
$1 \div 3 = 4$
$2 \div 2 = 4$
$4 - 3 = 1$
$4 - 2 = 2$
$4 - 1 = 3$
$4 \div 2 = 2$
$\frac{1}{2}$ of $4 = 2$

Before going to a new number see that they know this in all of its combinations, then take up six, seven, etc. From the first, teach addition, subtraction, multiplication, division and fractions, making all simple and attractive.

Let the pupils advance as rapidly as they wish, but be careful not to tax their minds. Usually they are not more than seven years old and too often only six. Children should not be sent to school before they are seven, but if parents will send them at five and six years of age, don't injure their little minds with what is beyond them, but let them simply come to the class and pick up what they can from the others.

Make the members of the class find out answers for themselves with the help of counters. If there is plenty of blackboard space let them illustrate when they like, with lines, circles, or anything which they can draw.

Vary the lessons. If the children grow tired of the spools, use the grains of corn awhile, when these lose their charm get out the tooth-picks, and when the novelty has worn off from them the toy money will be useful. Occasionally have a store and sell imaginary articles, making the pupils give the right amount of change. The money may be made of paste-board, stiff paper, or old tablet backs, using the real coins for patterns.

Let the play element enter largely into your number work, it is a great help and causes the class to take a lively interest in the lessons. Give some days to asking questions of this kind:

How many boys are in this class?

How many girls?

How many children?

How many fingers have James and Tom?

How many eyes have all of you?

How many windows are in this room?

How many doors?

During the second month use the ruler as the basis of your lessons. Teach what it is for, how long it is, and how many inches are in a foot. Have the children to draw lines with it and then to make clear, correct, oral statements, as: "I have drawn a line one foot long," or "I have drawn three lines and each is one foot long."

Let them try to make a line one foot long without the ruler and then test it to see if it is correct. Try the same with the inch measure and let them make figures of this kind:

making each line an inch long. Pointing from one to another have them to tell how many one inch lines are in each figure.

Do not try to have every child do as much as every other child, and do not suppose that one is stupid if he doesn't learn Arithmetic readily. All can learn it if they are properly taught though some are quicker than others. As a rule children like it in the first year and continue to do so unless advanced too rapidly. When a boy or girl hates mathematics it is because he or she did not have a good start and does not understand what has gone before. Such a pupil should have extra help and encouragement and if lessons are still too hard, should be put back. It is doing a child the greatest injustice to force him to keep up with things beyond his comprehension. When you take a new school, see what each pupil knows about numbers, before assigning the grade. Children will tell you they are in the fourth grade some-

times, when they really belong in the second. It is easier to advance a pupil if he is classified too low, than to put back one who classified too high.

Teach the symbols early: $+ - \times \div$ and $=$; children learn them easily. No two classes can be taught exactly in the same way, some can advance more rapidly than others. Your teaching must be guided by the progress made. After children in the first year have gone as far as the number nine, such a variety of combinations may be made that it is a good plan to give each child nine counters, and tell him to make as many examples as possible with them. Have the children to put these on the board, or in tablets, and tell them to see who can make the most. There will be

$3+3+3=9$	$9-3=6$	$9\div 3=3$
$4+2+3=9$	$9-2=7$	$\frac{1}{2}$ of $9=3$
$5+2+2=9$	$9-4=5$	$5+4=9$
$3\times 2+3=9$	$3\times 3=9$	$6+3=9$

and many others which will suggest themselves to children.

Again, let them say in concert, or separately, as you illustrate with the spools:

1 and 8 are 9
2 and 7 are 9
3 and 6 are 9
4 and 5 are 9
5 and 4 are 9
6 and 3 are 9
7 and 2 are 9
8 and 1 are 9

Teach them to write this table at first with help, then without. Give blackboard drills by having ready on the board figures under each other, as

Add	2	2	3	5	6	8	8
	3	4	3	5	1	8	2
	—	—	—	—	—	—	—

and point rapidly from one to another till the pupils have learned to give the answers at a glance. Don't allow them to say "two and three make five," but simply "five," "six," "six," etc. Let them give the answer only. Similar drills can be used for subtraction and multiplication.

As, during one month you have used the foot and inch measure as a basis for lessons, so later in the session you can teach about pints, quarts and gallons, using the genuine tin cups and buckets, if convenient; if not, they may be drawn on the board. It doesn't matter if you are not skillful with the chalk. If you make your meaning clear that is all that is necessary.

For teaching fractions an apple is an excellent object.

Show how $\frac{1}{2}$ is equal to 2-4, and $\frac{1}{3}$ to 2-6. Busy work is very helpful in number teaching. Supply each child with a little box of shoe-pegs, beans, or kindergarten straws, and let him arrange these in groups of two, three or four. Take the composition books home with you on Friday, and put down enough examples to keep the little ones busy till the next Friday. They are very fond of what are called string examples, as

$$3+4+6+1+2+3+8+3=?$$

Put some with the minus sign, and others under each other, to be added, as

1	2	6	5	6
2	4	5	5	2
3	3	4	3	2
4	6	6	3	8
2	1	1	1	2

In this work make your figures plain, and make them large, because children are inclined to make theirs large, and yours should be in keeping with them.

Vary your copies with multiplication, division, and some in addition like these:

321	415	334	415
123	131	102	160

The children may be given copies to show the three ways in which a number can be written:

1	2	3	4
one	two	three	four
I	II	III	IV

or they may be told to write the figure one and draw one apple, to write the figure "two" and draw two apples, etc:

1 2 3

If allowed to color the apples, oranges, cherries, or flags which they draw, they will be delighted. Six colors may be bought for four cents at racket stores, and if a teacher has even one set they will be found helpful. If the children can buy their own colors, it is better.

For a change, put little examples on the board beforehand, every day for a week or more, and let the children pass at once to the places assigned, so that no time will be lost, and all will be working at once. If you are too busy to put this work on the board yourself, there can always be found some boy or girl in a higher grade who will be glad to do it for you. If your class is large, so that you find it difficult to get to all who need help, these same older boys and girls make good assistants and enjoy playing teacher. Examples on the board may be utilized in another way. If you have oral work during the recitation, that on the board may serve to keep the children busy during the period which follows.

In the first year teach a little of the multiplication table. The second, third and fifth lines are easily learned. Classes vary; sometimes the children are eager to go beyond these, and as long as these are interested, and you have short lessons, they may be allowed to do so. If you have a chart with the table on it, let them study and copy the first lines.

Ask a little girl how many letters are in her name? In her father's name? In the name of the town where she lives? Ask how many cents are in a dime? A quarter? A half dollar? A dollar? How many days are there in a week? In two weeks? In three weeks? How many eggs make a dozen? Three dozen? Four dozen?

Don't think that you are compelled to follow a textbook too closely, or teach exactly as some other teacher does. Be original, use your own ideas, your own methods. Prepare examples of your own, and let the children make up others. Whenever a thing is difficult for a child to understand, make it plain and simple. Illustrate much with objects or chalk. If one cannot understand that

five and six make eleven, draw five lines and six lines, five circles and six circles, or show five spools and six spools. If the example is twelve less seven, let one draw twelve marbles, rub out seven and tell how many are left.

Have children to make their figures plainly and carefully. Dun't allow curls and flourishes to the 2's and 3's nor let the small horizontal line of the figure 5 be made separate from the other part. Teach them to be accurate. If a line is to be made an inch long, let it be an inch long, not an inch and a quarter.

Review frequently, so that you may be sure the pupils are learning. Mere information is not what you wish to give children, but power to think for themselves. "Recitation is for the sake of the *pupil's* effort, not the teacher's, and whatever display of energy there may be must come from them."

It is very important that children get a good start in numbers. If they do not understand everything in going over it, they cannot master what comes after. In teaching numbers by progressive stages, be sure to teach one thoroughly before going to the next. Make examples in many different ways and let children occasionally bring in original examples which they have illustrated by means of drawings. In the first grade one would be on this order: "If Lucy had sixteen marbles and gave Tom eight, how many would she have left?" A first grade pupil could not do this, of course, until toward the close of the session. He could answer the number part of it long before he could write it out. When one is able to originate and write such examples, it teaches not only number work, but is helpful for spelling, language and drawing. Let the sixeten marbles be drawn, and a

line made through eight of them, and under all put 16—8=8.

Draw a ladder and put examples on the rounds. Play that the children are firemen and see how quickly they can go up the ladder, not reading the figures aloud but giving the answers only.

In the second year, children can easily compose and illustrate examples. If one writes, "A watermelon costs 20 cents, what will four cost?" let the four melons be drawn and colored green, and 20 cents written under each. In larger figures, under the whole thing, let the child write: $4\times20=80$. Reward those children who have neat, careful work by putting their papers on the wall, or keeping them for public exhibition.

Let children learn the pairs that always go together in making certain numbers, as when the lesson is about the number "ten," "seven" suggests "three," "six" suggests "four," because when forming "ten" those go together. If "seven" be taken away, "three" remains; if "six" is taken the number "four" is left: When adding a column several figures should be looked at as one; for instance when two and three are placed near each other, instantly one should think of 5. while 6 and 6 suggested the number 12. In a column like this

6
4
7
3
8
2
—

if children have been well taught little hands will be rapidly raised and almost before you finish writing the

figures, the answer will come from a number of sources, "thirty." The children know that six and four make ten, that seven and three make ten, and that eight and two make ten. They have been taught also that three tens make thirty.

Teach that if eight and two are ten, eighteen and two are twenty, twenty-eight and two are thirty; if five and six make eleven, twenty-five and six make thirty-one, ending in the same figure. It is surprising how rapidly young minds can add, and if taught to thus shorten the process it will always seem easy to the children.

To recapitulate, during the first year use objects or illustrate frequently on the board by means of lines, marks or objects drawn. Make lessons very simple; go to higher numbers gradually. Have short lessons, not in the afternoon but early in the day. Teach numbers in all their combinations from one to twenty. Use a first year book or manual or have some definite systematic plan of your own. Have variety and give seat-work that will help to develop the mind.

In the first year the pupil has had the use of objects, has handled them, played with them, separated, combined and made original examples with them. He has learned gradually the signs and figures, what they stand for and how to make them.

In the SECOND YEAR begin with a review of previous work. Use objects still if it is necessary, for while the children will be able to do much without them, there will be times when they will be needed. Suppose the book contains an example of this kind, and the child can't understand it: "If a girl bought a dozen oranges at five cents each, what would they all cost?" To make it clear have twelve oranges drawn on the board, and put the

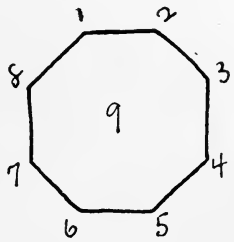
figure 5 under each one. In this way it is made so plain that a child can easily comprehend it.

Teach how to "carry" in addition, how to "borrow" and "pay back" in subtraction. Teach the entire multiplication table if the children in the class are capable of mastering it. They should memorize it, write it backward and forward, and be able to answer questions when you "skip about." Put numbers on the board for drill, particularly these combinations:

Multiply	9	8	9	7	8	7
	7	7	6	7	8	8

and teach children to know the answers at sight. These are usually the hardest for pupils to learn, and should be written in a number of places among the easy ones.

Cut up an old calender, and taking the first twelve figures for each month, paste them on stiff paper and keep them in a box near at hand. If the lesson is on the sixth line of multiplication, hold up the figure "2" and let the first pupil give the answer "12." If a "5" is held up the next one will answer "30," or if a "9" the answer will be "54," etc. This makes a nice game for Friday. If the class is small, give to each child the card answered by him or her, and the one who holds the most at the end wins the game.



Draw this figure placing a 6, a 7, or a 9 in the center. Point to outside numbers one at a time, skipping about,

and letting the child multiply by center number. If one misses play that he is in prison, put his name in a certain place. When another child misses he goes to prison and the first is free to join the class again.

Children should know how to count by fives and tens; should be taught that 32 and 10 are 42, 10 more make 52, then 62, 72, etc. If you add 10 to 25 it makes 35, and 10 more will be 45. Second grade pupils may count by two's, by three's, four's and other numbers to a hundred or some number near it, as ninety-six.

In making examples, put in an occasional question mark as: 12÷?=4, or 12—?=7. The question mark may come first as ?÷12=2.

Compel attention by your enthusiasm as well as by your method. If possible call on every pupil in the class during recitation, and put questions and examples in every form you can. Make children think quickly, and don't always ask questions around the class in regular order, but keep each pupil in a state of expectancy. Don't let them know whom you will call on next, but seek to have each one pay attention and be ready with an answer.

CHAPTER VIII.

LANGUAGE.

As soon as the children learn to form their letters sufficiently well to write a sentence, they may begin the study of Language. The first lessons should be simple and very short, not more than three or four lines, and should be about some familiar object. If the school is in the country, and the teacher has more classes than she can do justice to, and thinks she has no time for Language, she should *make* time for it, for nothing in school work is more important. "What can be of more worth to the individual in after life than the power to express his thoughts, orally, or in writing, in pure, forcible English?" It should be taught every day, and when this cannot be done, at least once a week. The reading or number work may be omitted at least one day in five, if there is no other time.

FIRST YEAR.

Take an object in the school-room for your first lesson. Perhaps it is a ball. Show it to the children and draw one on the board where all can see.

Let them talk about it and make sentences. Choose some of their sentences to write:

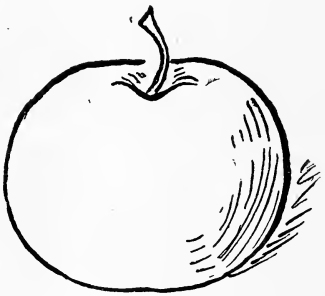
The ball is round.

It is made of rubber.

We play with it.

Tell the children that a sentence must begin with a capital letter and end with a period. Let them copy from the board what has been written, and be sure that your part of the work is done carefully, as it is to serve as a model for them. Make your letters large and plain.

The pupils thould have composition books or tablets which should be taken up each day and distributed again when needed. These should be kept for the Language work only, and each should be neatly labeled with the owner's name.

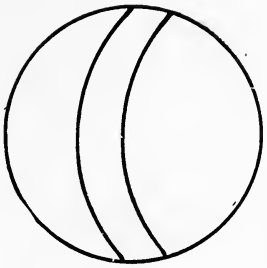


The next lesson could be about an apple.

Ask about the size, color, uses, shape. What is meant by the pulp? Core? Stem end? Blossom-end? How do apples grow? What color are the seed? Which way do the seed point, to the blossom-end or stem-end? How many seed-cells are there? (Five.) How many petals does an apple-blossom have? (Five.) Name some different kinds of apples. The lesson may serve: 1st, to teach sentences; 2nd, to give information; 3rd, to encourage observation. The sentences may read:

The apple is red
It is good to eat
It grew on a tree

Other objects will suggest themselves; as the clock, the bell, the water-bucket, an orange, a lemon. It is not necessary to draw the object every time, but when the outline is simple the children enjoy this branch of the work, particularly if they are allowed to color the apple



red, and the lemon yellow, and other objects as nearly like nature as possible.

On rainy days have the children to write about rain, and on snowy days about snow. Suit the lesson to the season, and do not talk of cherry blossoms in the winter, or of nuts in the spring.

As the first grade children advance and learn to spell new words they may be taught to write lessons without the teacher's aid. Impress on them that sentences and proper names must always begin with capital letters, and that every sentence must end with a period, unless it asks a question, in which case show them how to make the question mark. The exclamation point is too hard for them during the first year, so don't confuse them with its meaning. See that they learn *thoroughly* the use of period, question mark and capital letters.

Plan your work beforehand In a book put down on Saturday what you want the little ones to write about

each day of the week following. Do not wait until the last minute and then think: "What shall I give them to write about today?" Save yourself that worry by planning your work out, even if you do not always follow your plan.

A little verse may be copied from the First Reader occasionally, for a Language lesson. After the children have written and talked about the objects in the schoolroom, take those seen through the window, a tree, a leaf, the sky, etc. By making the lessons simple, some of the topics which you have prepared for the higher grades may be used. Draw on the board for a lesson a can labelled "milk;" a tumbler; an egg; or a box. Hundreds of things will suggest themselves to your mind if you give the subject of Language a little time and study. Make the lessons short, keep the children interested, and require them to do neat, careful work, to dot the i's and cross the t's, and to join their letters together properly. Some children have trouble with such words as "would;" they want to make "w" by itself instead of joining it to the letters which follow; they write it thus: "w ould." Do not let a child fall into bad habits in writing, but teach him to do things in the right way first, so that he will have nothing to "unlearn."

If no careless writing is received, no untidy work allowed, correct form insisted upon from the first, habits of neatness, accuracy, and of proper arrangement of words and sentences will daily grow stronger.

SECOND YEAR.

Some children in the second grade are capable of taking their books, (such as Long's Language Lessons, Part I),

and writing the lessons at their seats without help or suggestion from the teacher. Of course they will make mistakes, but they will know how to work alone. Others, however, would have no idea how to begin, if left to themselves. Each lesson must be fully explained before they can write it. It all depends on the class and on the training the pupils have had. Perhaps there are children who can read well in the Second Reader, write legibly, and have a fair start in Arithmetic, who have had absolutely no instruction in forming sentences. This is often true of children who attend country schools, because one teacher has so many lessons to hear, there seems to be no time for Language.

Take the class as you find it, and give the children work suited to their needs. If they have had no previous training, teach them as you would first-grade pupils; if they can do harder work, let them do it. Remember, though, that it is better for the lessons to be too easy than too hard; remember, also, that children cannot write unless they have something to write about. Their thoughts must be trained before they can express them on paper. If you say to a child, "Write a composition," and do not tell him anything else, or furnish him with any ideas, if he has never written one before, he will feel that you have given him an impossible task; but if you talk about a subject, ask questions, and allow the children to talk and get their minds full of thoughts, they will be eager to write what they know. Instead of looking forward to the Language lessons with dread they will think of them with pleasure.

While the thought is the main thing aimed at in Language work, attention should be paid also to the appearance of the page and the formation of the letters. Show

the pupils how to leave a small margin to the left, and encourage neatness and carefulness in writing. Teach them how to copy poetry so it will not resemble prose; how to begin and end a letter; and how to use quotation marks. The names of the days, with their abbreviations, come properly in the second year's work, as do also the names of the months and seasons.

There is much variety in Language work. There are information lessons, verses to be copied, letters, dictation and reproduction lessons. The children may write about pictures; give each a separate picture or have a lesson from a large one for the whole class. Words may be placed on the board in irregular order and the children allowed to place them properly in sentences in their tablets:

over, hill, Tom, the, went.
of, March, is, This, month, the.

Teach the difference between "to," "too" and "two;" between "here" and "hear;" and "there" and "their."

Have an occasional lesson of this kind: write a sentence incorrectly on the board, as—

i see a apple?

and allow the children to correct the mistakes. Let one child rub out something which he sees wrong and make it right, another child something else until the sentence is as it should be:

I see an apple.

There may be teachers who find it convenient to have the second grade children write their lessons at the same time the more advanced ones do. In this case the same subject may be simplified for the younger ones. Let us

suppose they are to write about "cotton." Tell them all you know about it, ask questions and let it be discussed. On the blackboard put questions of this kind for the second year children:

What color is cotton?

Where does it grow?

How is it gathered?

Did you ever see a cotton bale?

Name some things made of cotton.

On other boards place the outlines for higher grades.

In all your Language work, particularly that based on nature study, let the children draw on the page the object which they write about, if possible. Pictures of useful plants, as coffee and tea, may be found in the geographies. Models for fruits are easily secured. If the subject is "iron" a horse-shoe or something made of the metal may be drawn. If they write about "salt," draw for them on the board a bag labelled "salt."

Teach during the second year the various uses of capital letters:

1. Every line of poetry should begin with a capital letter.

2. Most abbreviations must begin with capital letters.

3. Every sentence must begin with a capital letter.

4. Proper names, of people, places, days, and months should begin with capital letters.

5. The pronoun "I" must always be a capital letter.

6. Quotations (direct) must begin with capital letters.

Teach also some uses of the comma, what the exclamation point is for, and other simple rules of which you may think. If you have a text-book do not think you have to follow it closely, but use your own judgment and be original.

THIRD, FOURTH AND FIFTH YEARS.

If children have been well taught they should, by the time they reach the third year, know how to do very good work. They probably have text-books and can, with or without help, follow the plan there laid down. Again the teacher may be supplied with language charts which furnish a series of helpful lessons. No definite plan of conducting a recitation in language can be laid down by any one teacher. There must be, however, some system and sequence of thought. One lesson must lead to another and all must form a harmonious and connected whole. In teaching the verb-form, plurals, abbreviations, contractions, and marks of punctuation there must be method. The hardest things should not be taught first nor the easiest ones last.

The books or tablets should be distributed at a regular time and taken up by the teacher or by a monitor appointed for the purpose. They may be corrected daily in the class, or may be taken home each Friday by the teacher and there corrected ready to be returned the following Monday. The best compositions may be neatly copied into other books, or on sheets of paper. If the latter, they can be pinned on the wall as a reward for good work, or kept for exhibition days. The time and manner of distributing and taking up books, and of correcting them, must be determined by each teacher. What suits in one school may not be convenient in another.

Have children to write letters frequently, for it is practical training. Some teachers use this as a means of keeping in touch with the minds and motives of pupils, and thus of controlling them. A letter once a week or once a month from every boy and girl in your room, will go far toward helping you to know them better. In

teaching letter writing, tell children not to say, "I thought I would write you a letter," and to avoid beginning with the pronoun "I" but to try to express their thoughts in other ways.

In compositions do not allow them to write, "There are many kinds of flowers," or "There are many kinds of birds," etc. Never accept torn or ragged papers, but teach that "Whatever is worth doing is worth doing well." Teach the proper use of "a" and "an," of "our" and "hour." The Geography lesson may be used for language. Have children to write letters dating them at London, Paris, or Rome, and describing those cities. Have them to describe what they saw on the way to school; a visit to a blacksmith shop or to a factory. Use proverbs, fables, poems, or stories as the groundwork of lessons in Language. Let children write about their games; teach them how to write initials; and make use of current events.

Have conversation lessons to correct faults in speaking. Keep a record of mistakes made by children and use the words or phrases correctly in the conversation class. Discourage all wrong pronunciations as "git," "goin'," "ain't," and "singin'." By example and precept teach the use of clear, forcible English.

SUGGESTIVE OUTLINES.

SEPTEMBER. First month of autumn. Days and nights equal at the time of the eqinox. Thirty days in the month. "September" means "seventh month." Many flowers in bloom. Birds and insects.

Review rules for capital letters, period, question mark, exclamation point, the names of the days of the week, names of months, etc.

On September 4, 1824, *Phoebe Cary* was born in Ohio in a low unpainted farm-house. Family poor. Phoebe jolly, bright-eyed, dark-haired little girl, who loved to romp. She loved the flowers, birds and trees. Nine children in the family. Merry times in the barn playing hide and seek. Phoebe loved to read. Only twelve books in the family. Phoebe and her sister Alice walked to school. At night studied by a light made with a rag wick in a saucer of lard. At the age of fourteen sent verses to Boston paper. They were published. Sisters afterwards became famous. Whittier wrote to Phoebe. Horace Greeley visited her. With Alice she lived in New York, Boston and Amesbury. Settled in New York. Visited by distinguished people. Wrote the hymn "Nearer Home."

Eugene Field. Born in September, 1850, at St. Louis. His mother died when he was six years old. He went to live at Amherst, Mass., where his cousin took care of him. A happy, loving boy, fond of pets. Had a talent for drawing. His first poem of merit written when he was thirty. Wrote "Little Boy Blue." Died 1895.

James Fenimore Cooper. Born in September, 1789, at Burlington, New Jersey. Early life spent on the shores of Lake Otsego, New York. Country at that time was a wilderness. James familiar with Indians and hunters. His father a judge and man of culture. James went to Yale College. Entered the navy and remained there six years. Wrote many novels about Indian life, "The Pilot," "The Pioneer," etc.

Nature Study. *Corn.* Planted last spring. Grains red and yellow. Called Indian corn or maize. Shucks used for mattresses. Corn ground into meal. Various

uses of corn. Selection from "Hiawatha" about the corn fields.

Flowers. What flowers are blooming now? What colors do we see most often in autumn flowers? (yellow and purple.) What flowers are fragrant? Uses of flowers. Poems about the dandelion.

Study of Nasturtium. (Supply each child with one.) Parts: calyx or cup, petals or flower leaves; stamens or powder-boxes, seed-case at bottom of pistil. How many divisions has the calyx? One part is like a horn or spur and is filled with nectar. How many petals? (Five.) Which have fringe? Which have dark lines so show the bee the way down to the nectar?

Insects. *Fly.* Has no teeth. Sucks its food. Breath through holes in sides. Keeps itself clean. Feet and legs covered with fine hair which serve as brushes. Eight thousand eyes; four thousand on each side. Six legs.

Ants. Several hundred kinds. Some very strong; can carry off things ten times as heavy as themselves. Ant hills in South America three times as high as a man. Store food for the winter. In warm countries larger than bumble bees. Many together kill birds and small animals. Make war on other tribes and capture eggs and coccons. Carry these to their colonies, hatch them and make slaves of the ants from them. Carpenter ants bore into trees. Large Texas ants tunnel long distances under the ground.

October. *Questions* for class.

What month is this?
What season is it?
What will the leaves do soon?
What work do they do for the tree? (They breathe for it.)

Of what use are the leaves after they fall? (Make the ground rich.)

What trees keep their leaves all winter?

Where are the birds now?

What are the squirrels busy doing?

What becomes of the flowers?

Teach *verb forms* "is" and "are;" "was" and "were;" "teach" and "learn."

Adjectives.	pretty	pointed	mellow
	fragrant	prickly	ripe
	yellow	glossy	stiff
	purple	useful	hollow

Outlines for Stories. 1. Three children go nutting. What they take with them. What they bring back. How they go and where. What they see on the way.

2. Two boys gathering persimmons. Who told them that they might? How far did they go? What did they find when they reached the tree? What had happened at home while they were gone?

3. Surprise party. Lame boy at home. Nutting party for him. How his friends had it in his room and why.

SUBJECTS TO WRITE ABOUT.

Nuts. Varieties, uses, how gathered.

Frost. Ripens nuts, colors the leaves, kills fever germs, kills flowers.

Halloween Customs. Bobbing for apples, roasting chestnuts, trying fortunes, playing games, etc.

Leaves. Colors, shapes, sizes, uses.

Tea Leaves. Come from shrub or small tree. Bright glossy and green. First crop each year the best. Dried first in the sun, then over a fire. Men, women and children roll and twist the leaves for selling. Sorted and packed in chests. Story of "Boston Tea Party."

Trees. Trunk, limbs, leaves, roots, etc. Nut trees—hickory, walnut, chestnut. Big trees of California. Evergreens.

Helen Hunt Jackson was born October 18, 1831. When a child loved to play out of doors. Born at Amherst, Mass. Married an army officer who soon died. Later married Jackson and lived in Colorado. Wrote prose and verse Wrote stories of children. Much interested in the Indians. Died in California.

October 12, 1492, *Columbus* landed.

October 19, *LaFayette Day.*

NOVEMBER. Everything preparing for the winter. Animals have thicker coats of fur. Birds go south. Some insects and animals die. Others go into winter quarters. Our own preparation for winter, clothing, fuel, food. Days shorter. Weather rainy or cloudy.

Teach use of *apostrophe* in contractions, as "I've," "I'm" and "I'll;" also in possessives, as "Ruth's hat."

Teach use of *hyphen.* When a word is divided at the end of a line, that part of the word which remains on the line must be followed by a hyphen. The division must always be made between two syllables.

Teach *plurals* of these words:

child	ox	house
woman	goose	boy
man	sheep	girl
tooth	horse	bench

Teach the meaning of these:

A. M. (Ante Meridiem), before noon.
P. M. (Post Meridiem), after noon.
Doz. Dozen.
Rev. Reverend.
Gen. General.
P. S. Postscript.
P. O. Postoffice.

William Cullen Bryant. Born Nov. 3, 1794, at Cummington, Mass. Named for a famous doctor in Scotland. Delicate as a child. He was dipped in a cold spring every morning to make him healthy. His father was a doctor. His mother industrious, hard working and good. Bryant grew stronger. Loved nature. Studied botany with his father. Author of "Thanatopsis."

Nature Study. *Acorns.* Different kinds: large, small, long, short. Food for squirrels, bears and pigs. Acorns ripen in autumn. Frost makes them fall. Those not eaten by animals are kept warm by the leaves till spring comes. Tiny roots then go down into the ground and green leaves shoot upward. No longer acorns. "Tall oaks from little acorns grow." Oak trees grow very slowly, but are strong and beautiful.

Oak Trees. Varieties: white, black, red, post, chestnut, burr, live oak. Many besides these. Different kinds in different localities. Leaves, bark and acorns different. Oak trees keep their leaves longest. Articles of furniture made of oak, for bed rooms, school rooms and parlors. Other uses of oak lumber. "The old oaken bucket."

Squirrels. Most common kind gray. Belong to the gnawing family. Store nuts in hollow trees or bury them in the ground. Often trees come up from the walnuts and acorns which they plant. Easy to tame. Make nice

pets. Seldom bite people. Tail bushy and large, curls over back. Sit on hind legs when eating.

SUBJECTS FOR COMPOSITIONS.

A Thanksgiving Story.
Gnawing Animals—rats, mice, squirrels, etc.
Story of Bunny.
When the Woods Turn Brown.
A Fall Day.
An Autumn Picture.
Fuel—wood, coal, gas.

THANKSGIVING.

"In November the harvest is gathered;
Thanksgiving brings praise and good cheer;
We thank our Lord God for the blessings
He sends us all through the year."

Thanksgiving was formerly appointed by the Governor of each State. The Jews had such a feast (Pentecost), and, in their reaping, left a portion for the poor to gather. Plymouth settlers gave thanksgiving for a rain. In 1632, in Boston, a day was appointed for fasting and prayer. Thanksgiving day now appointed by the President. A happy time for many, but lonely for those away from home. Much charity work then by relief societies, Y. M. C. A., and other associations. Food and clothing given to the needy. Hundreds of poor people invited to good dinners.

DECEMBER. Days short. Weather cold. Trees bare. All flowers gone. A few birds left. Ice and snow during part of the month. Preparations for Christmas.

"And last comes dear December
When we hail the Savior's birth;
A time to all most joyous,
With peace and good will on earth."

"Feathery flakes are falling, falling,
From the skies in softest way;
And between are voices calling,
Soon it will be Christmas Day."

Teach these *verb forms:*

give	gave	given
hang	hung	hung
shine	shone	shone
freeze	froze	frozen

List of Adjectives:

glad	lovely	sparkling
joyous	beautiful	thoughtful
happy	merry	sweet
kind	good	poor

"Why do bells for Christmas ring?
Why do little children sing?
Once a lovely shining star
Seen by wise men from afar,
Gently moved, until its light
Made a manger's cradle bright.

"There a darling baby lay,
Pillowed soft upon the hay,
And his mother sang and smiled:
'This is Christ. the holy child.'
So the bells for Christmas ring,
So the little children sing."

Christmas stories may be read and reproduced and *Christmas poems* copied by the children.

Christmas in Norway. Two weeks before, preparations begin. House cleaned, evergreens scattered on the

floors, wreaths fastened to the walls. In the halls small trees are placed with candles on them. Old China brought out. Women cook and bake. Fathers hunt deer. A sheep is killed and made into sausage. On Christmas eve all gather about the father who holds prayers. Then little ones light candles. After a simple meal all go to church. The little ones carry torches to light the way. All carry bundles of good things to be distributed to the poor. Cows and horses have twice as much food given them as at other times. Great bundles of grain are tied to the fences and houses, for the birds. During the year they lay aside pennies for the birds' Christmas dinner. On Christmas morning the children play pranks on each other. For dinner there are potatoes, onions, fish, sausage, sweet-cakes and cookies. In the center of the table, a cake of butter weighing thirty or forty pounds. Games, Christmas tree. Bed-time at ten.—*Journal of Education, March*, 1898.

Christmas in Germany. Pine tree used for a Christmas tree. In the top a dove or an image or the Christ-child. Many candles on the tree. Little angels are fastened to the branches. Gifts for everybody, old and young.

Christmas in Russia. Greeting is "God with us," instead of "Merry Christmas." Instead of Santa Claus, Baboushka, an old woman, comes down the chimneys. She comes with the presents on the Epiphany. This is twelve days after Christmas, sixth day of January. Games, mostly singing games. All sing the "Slava" song. "Slava' means "Hallelujah."

In America thousands of young spruce trees shipped from Maine every year to be used for Christmas trees. Maine is the Christmas tree State

Questions. When does Christmas come? Whose birthday is it? Where was Christ born? What does B. C. mean? What does A. D. mean? Is Christmas kept in all countries? Why? What are people busy doing now? Why do they do these things? Is it a time to think of yourself? How can you make some one else happy?

Make a *story* using these words:

Girls, boys, sleigh, pretty, good, bells, yellow, red, jolly, presents, ten, mamma, papa, sang, time.

Write a *story about a little girl* and what she did to make some one happy. What was her name? Where did she live?

John Greenleaf Whittier. Born December 17, 1807, at Haverhill, Mass. Born in the same year as Longfellow. Lived on a farm. Woods, an old well and a branch near by. First school in a farm house. Afterwards went to a little brown schoolhouse. Wrote poems when a child. First published poem when he was nineteen. Wrote "Snow Bound."

Pilgrims. Came from Scrooby, a small town in England. Lived twelve years in Holland. Started to America in 1620 in two ships, Speedwell and Mayflower. Speedwell leaked and was taken back. Mayflower landed first at Cape Cod, Mass. Capt. Miles Standish and sixteen went ashore to find suitable place to settle.

On December 21st found a safe harbor at Plymouth. During first year one-half of the people died. No Indians near till next spring.

Subjects. *Pilgrims.* Former homes. Purpose in coming to America. Voyage. Landing. Life in This Country.

Ships Famous in History. Susan Constant, Half Moon, Mayflower. Ships of Columbus: Nina, Pinta, Santa Maria.

Courtship of Miles Standish. Longfellow.

Pilgrim Homes. How built and how furnished. Kettles hung in open fire-place, women spun and wove all the cloth.

Holly and Mistletoe. Mistletoe, the sacred plant of the Druids. Grew on oaks, their sacred trees. They cut it with golden sickles. They were clad in white garments when they gathered it. Modern uses of Mistletoe. Parasites.

JANUARY. A new page in the book of life given to us. A new year starts. Month of good resolutions. Named for a heathen god, Janus. The Saxons called it the wolf month because the wolves were ravenous then. How many days in the month?

Teach difference betweew these:

sit	and	set
lie	"	lay
this	"	that
these	"	those
in	"	into
up	"	upon
who	"	which

Adjectives.

cold	clear	hard
warm	dim	soft
tough	smooth	wide
brittle	rough	narrow

Dates.

Jan. 1, 1735, Paul Revere was born.
Jan. 2, 1863, Battle of Murfreesboro.
Jan. 8, 1815, Battle of New Orleans.
Jan. 11, 1746, John H. Pestalozzi was born.
Jan. 17, 1706, Benjamin Franklin was born.

Benjamin Franklin. Born in Boston. Learned to read when young. Only two years at school. His father made soap and tallow candles. Benjamin, one of seventeen children. Apprenticed to his brother, James, who was a printer. Wrote poetry. Denied himself meat that he might take the money and buy books. Went to Philadelphia at the age of seventeen and worked for a printer. Went to London. London printers drank beer and called Franklin the "Water American," because he did not. Worked early and late. Read and studied much. Came back to Philadelphia. Started a printing press of his own. Published newspaper; also "Poor Richard's Almanac." Started first public library in America. Discovered that electricity and lightning were the same. Invented the lightning rod. Called "the great Doctor Franklin." Many towns are named for him.

Subjects: *Snow:* appearance, depth, uses, drifts, blizzards, avalanches.

Story about being lost in the snow.

The Alps: The Matterhorn, Mt. Blanc.

St. Bernard Dogs: How they rescue people who are buried in the snow.

Ice: Uses, appearance, etc. Glaciers, icebergs, icicles, lake ice, manufactured ice, ice cutting in Maine.

Animals of Cold Countries: Walrus, polar bears, dogs, reindeer.

Walrus. Killed with a harpoon which is very sharp. Thick skin. One of the largest animals in the world. Some of them weigh 3,000 pounds. Largest ones ten feet long. Stay on huge blocks of ice. Have to be killed quickly, or they will dive and upset the boats. Dangerous sport Two long tusks.

Esquimaux. Huts made of blocks of ice covered with snow. Narrow platform of ice around the inside covered with skins. Round hole for a door, and long, narrow passage leading into hut. Food: bears, seals, fish, sea-birds. Most meat is eaten raw, or slightly cooked in a kettle hung from the roof. Under the kettle is a bone dish filled with oil. Wick made of moss in center. Socks made of bird skins, jacket of seal skin and trousers of bear skin. Hitch dogs to sledges.

Cold Countries. Alaska: Yukon River, Sitka, Klondike, climate, people. Greenland: ice sheet, poppies, eider ducks, Norse settlers, Eric the Red. Siberia: Exiles, names and customs. Russia: Czar, St. Petersburg, steppes.

FEBRUARY. The shortest month. The last month of winter. The second month of the year. The month for valentines. Many great people born in February.

Teach the correct use of "*doesn't*" and "*don't.*" It is correct to say, "It don't make any difference?" "Doesn't" means "does not." "Don't" means "do not."

Teach the *difference* between "each" and "all." Review the words:

here	and	hear
their	"	there
too	"	two
pear	"	pair

Verb forms.

have	has	had	had
know	knows	knew	known
speak	speaks	spoke	spoken
see	sees	saw	seen

Noted birthdays.

Feb. 7, 1812, Charles Dickens.
Feb. 11, 1847, Thomas Edison.
Feb. 12, 1809, Abraham Lincoln.
Feb. 22, 1732, George Washington.
Feb. 22, 1819, James Russell Lowell.
Feb. 27, 1807, Henry W. Longfellow.

Dickens. Born at Portsmouth, England. His father a clerk in the Navy Pay Office. Moved to Chatham. Delicate boy. Loved to read. Merry and bright. Fond of singing. At nine years of age moved to London. Father unfortunate. Became very poor. Charles worked in a blacking factory. His father was sent to the debtor's prison. Charles, often weak and sick, worked on and studied during spare moments. At one time Charles was clerk in a lawyer's office, at another time reporter, and later wrote for a magazine. Pickwick Papers made him famous.

Topics. England, London, Westminster Abbey. The Tower, Queen Victoria.

Edison. When a child liked to read articles describing inventions. Fond of trying experiments. Sold newspapers on the train. With the money made bought books. Industrious and persevering. Telephones. Electric cars. Electric lights.

Topics. Morse and the telegraph.
Eli Whitney and the cotton -gin.

Robert Fulton and the steamboat.
Elias Howe and the sewing machine.

Lincoln. Born in a log cabin in Kentucky. When seven years old father moved to Indiana. Lived a frontier life. Learned to read and write, and spent his spare time studying. Only five or six books, which he read over and over. His favorites were Æsop's Fables and Pilgrim's Progress. Hated to see any one cruel to animals. Kind hearted, industrious, hard working. Moved to Illinois. Had charge of a flat boat on the Ohio. Kept a store and failed. Afterwards paid every cent of his debts. Postmaster, surveyor, member of the Legislature, lawyer Walked eight miles once to borrow a grammar.

Topics. Frontier Life. Daniel Boone. Watauga, John Sevier, Spencer, James Robertson, Trappers.

Washington. Born at Wakefield, Albemarle county, Va. Father named Augustine. Brother named Lawrence. His mother took much pains to implant good principles and manly ideas in her son. Very painstaking and careful. Wrote many "Rules for Behavior." One of these was, "Do not speak while others are speaking." Beautiful home on the Potomac called Mt. Vernon. He is buried there, and the key of his tomb is in the river.

Topics.

Our Flag: How many stripes? What do they represent? How many stars now? Who made the first flag? (Mrs. Betsy Ross in Philadelphia.)
Ths French and Indian War.
The Revolution.
Our Country: Growth, population, number of States, army, navy, productions, occupations.

Lowell Youngest of five children. Lived at Cambridge, Mass. Father a preacher. Mother told him beautiful stories. Loved nature. Entered Harvard College at fifteen. Lived at Elmwood. Always kind hearted. Married a lovely woman who made him very happy. His first child was named Blanche and lived only a year. He wrote a beautiful poem about her called "The First Snowfall."

Longfellow. Born at Portland, Maine. Blue-eyed, brown-haired when a child. Kind and affectionate. Loved neatness and order. Wanted to do right and tell the truth. Industrious and tried to do well whatever he undertook. He was not cruel. Once he shot a bird and came home with tears in his eyes and never killed another. When he was grown he always loved children and was kind to them. He wrote The Village Blacksmith. The children of Cambridge gave him an arm chair made of the spreading chestnut tree that stood in front of the blacksmith's shop. He wrote a poem about it called "From My Arm Chair."

Topics. Story of Evangeline.
Hiawatha's Childhood.
Hiawatha's Sailing.
Indian Customs.
Longfellow's Friends.
Harvard College.
City of Cambridge.

St. Valentine. A good old bishop, full of kindness and love for his fellow beings. Every one loved him. Kind to the poor, the sick, the needy. Children were fond of him. He believed in God while many around him worshiped images. They put him in prison because of his

religion. Afterwards they came to believe in God too, and were so sorry for what they had done that they set aside February 14th as his birthday. They sent messages of love to each other, such as he had been used to send to them.

MARCH. The windy month. The first flowers bloom. Ice begins to melt and spring freshets occur. Mother Nature has a spring cleaning. She is getting ready for her family. The birds will come flying back soon, the flowers will peep up out of the ground, and the trees will put on green dresses.

"March winds and April showers
Bring forth May flowers."

"I'm merry breezy little March,
Dear children, gathered here;
I hope you are all glad to greet
The third month of the year."

"A jolly young fellow is Mr. March Wind
With all his bluster and noise."

Adjectives. High, low, wet, dry, early, late, red, green.

Verbs. Blow, whirl, scatter, dance, play, bring, bloom, fly, come, toss, sing, rush, swell, watch.

Difference between:

blue	and	blew
sail	"	sale
write	"	right

Topics. Wind—good things about it: Helps ships to sail, scatters seed, helps birds to fly, turns windmills, purifies the air, flies kites, brings rain, dries clothes, sweeps Mother Nature's house for her.

Bad things it does: Wrecks ships, tears down houses, uproots trees, causes cyclones, tornadoes and sand storms, destroys villages.

"In spring when stirs the wind, I know
That soon the crocus buds will show;
For 'tis the wind who bids them wake,
And into pretty blossoms break."

Flowers. Crocus, violet, jonquil, peach blossom.

Daffodil, often called buttercup. Belongs to the same family with the jonquil and narcissus.

"Daffydowndilly
Came up in the cold,
Through the brown mould,
Although the March breezes
Blew keen in her face,
Although the white snow
Lay on many a place."—*Miss Warner.*

Seeds. When does the farmer plant them? What must be done to the ground first? Do farmers plant the same things in the same place every year? (No, because the food needed for one variety of plant is used up and crops must be changed.)

Cotton seed planted in March or April. Seed first brought to Georgia from Bahama Islands. Seeds used for making cotton seed oil, cottolene and medicine. Plants grow rapidly.

What *vegetables* seed are planted now? What *flower* seed?

Kites. How to make them and how to fly them. (Cameras are sent up by kites and photographs taken of army troops.)

Windmills. What country is full of them and why? (Holland; they keep the land drained by pumping up the water.)

Water. Mills, boats, ships, springs, rivers, ocean, lakes.

Buds. What trees are budding? How many kinds of buds have you seen?

APRIL. How many days has April? What flowers are blooming? What trees have budded? What birds have you seen?

This is the month of sunshine and rain.
It is sometimes called the month of smiles and tears.
The Indians call it the month of starry nights.
People are still planting seed.

"Isn't it wonderful, when you think
How a little seed asleep,
Out of the earth new life will drink,
And carefully upward creep?
A seed, we say, is a simple thing.
The germ of a flower or weed,
But all of earth's workmen, laboring,
With all the help that wealth could bring
Never could make a seed."

"Kind and loving thoughts
Are the tiny seeds;
From each, bud and blossom
Kind and loving deeds.

"Plant a loving thought
In all that you may do,
And that seed will blossom
Into love for you."

"Plant lilies, and lilies will bloom;
Plant roses, and roses will grow;
Plant hate, and hate to life will spring;
Plant love, and love to you will bring
The fruit of the seed you sow."

Review the *rules* for punctuation.

Adjectives. Bright, brilliant, showy, brave, honest, polite, chivalrous.

Review verb forms. Is, are, was, were, has, have, see, saw, seen, know, knew, known.

Nature Study. *Earth.* Size, people, land and water, divisions of each. Hot inside, (volcanoes, earthquakes, geysers, hot springs.) Everything comes from the earth. Rock inside, soil outside. Kinds of soil, clay, sand, gravel, loam.

Air. Composed of oxygen and nitrogen. Oxygen gives us life. Compare air in city and country. Air on mountains, in wells, in mines, in a crowded room. Black Hole of Calcutta.

Birds. Description, color, size, name, habits; size and number of eggs. Nest building, material used. (Sticks, straw, thread, leaves, mud, hair, wool, strings, etc.) The tailor bird sews leaves together for a nest. The garden bird makes a nest on the ground and decorates the yard. The woodpecker bores a hole in wood or builds in a hollow tree. Suitable poems for study: "The Emperor's Bird's Nest" and "The Birds of Killingsworth,.' by Longfellow; "The Little Sandpiper," by Celia Thaxter.

The eggs of the woodpecker are.....
The eggs of the robin are.....
Owls build.....

The cow-bird steals.....
The red bird.....
Swallows build.....
The jaybird is.....

The Russian novelist, Turgenieff, when a boy of ten went hunting with his father, and was much impressed when a bird, which had been shot, fluttered to her nest, and, spreading her wings, died protecting her brood. His father praised him for his skill, but he answered: "Never again will I destroy any living creature. If this is sport I will have none of it. Life is more beautiful to me than death, and since I can not give life I will not take it."

Rain. Where does it come from and where does it go? What is frozen rain? Describe a raindrop's journey.

Sunshine. What does it do for the flowers, vegetables, trees, etc? Could we do without it?

Washington Irving. Born April 3, 1783. Named for George Washington. Lived in New York. Engaged to Matilda Hoffman who died. Remained an old bachelor. Lived abroad for some time. First American author recognized by Europeans. Moved to Sunnyside, an old Dutch mansion on the Hudson River. Wrote "The Sketch Book," "Alhambra," "Mahomet," and "Life of Washington."

Paul Revere's Ride, April 18, 1775.

Mother's Day, April 20.

Friedrich Froebel, born April 21, 1782.

Alice Cary, born April 26, 1820.

"Children who read my lay,
This much I have to say:
Each day and every day
Do what is right!
Right things in great and small!
Then, though the sky should fall,
Sun, moon, and stars, and all
You should have light.

"This, further, I would say:
Be you tempted as you may,
Each day and every day,
Speak what is true!
True things, in great and small;
Then, though the sky should fall,
Sun, moon and stars and all,
Heaven would show through." —*Alice Cary.*

MAY. Last month of spring. There are thirty-one days. Trees full of leaves. The bare limbs are all covered. Daisies blooming. Flowers and birds everywhere. Warm days and cool mornings.

Teach *plurals* of these:

knife	baby	candy
pony	potato	lady
piano	wife	glass
valley	fox	berry

Write each of these in a sentence so as to denote *ownership:*

mouse	child	bird
mice	children	birds
horse	girl	king
horses	girls	kings
James	man	boy
John	men	boys

Contractions. What does each mean?

it's	hasn't	o'er
we'll	wouldn't	won't
ma'am	'twas	'twill
hadn't	e'er	here's

Abbreviations.

N. Y.	Ct.	I. T.
La.	Fla.	D. C.
Tenn.	Ga.	Ore.
Va.	Ala.	S. C.

Dates for May.

May 4, 1780, John James Audubon.
May 4, 1796, Horace Mann.
May 24, 1819, Queen Victoria.
May 25, 1803, Ralph Waldo Emerson.
May 27, 1807, Louis Agassiz.
May 29, 1726, Patrick Henry.

Audubon. Born in Louisiana. At the age of seven knew the names of the birds where he lived. Learned where and how they built their nests, and the kinds of eggs they laid. His father bought for him books about birds and pictures of birds. He filled the walls of his room with these pictures. Sent to Paris to school when he was ten. He cared for the birds of France more than for other things. While there he learned to stuff and mount them. but as he would never shoot a bird his collection grew very slowly. Learned to paint birds. Made a wonderful book, a very large one, with pictures and descriptions of birds. He knew more about birds than anyone else. It took him a long time to make his book.

Horace Mann. Lived in Massachusetts. The father of the public school system. Was treated badly, because

he insisted on trained teachers and wanted to abolish the a—b—c method of teaching reading. Persevering, hard working, earnest. Caused a reformation in educational work.

Nature Study. *Butterflies:* Once they were tiny eggs of different colors. The air and warm rain awoke the life within. Out of each egg came a little grub or caterpillar. The grub begins to eat the leaves and grows fast. He does nothing but eat and grow. When his skin gets too tight he bursts it open and has a new and brighter coat. In a few weeks he has shed his skin several times. When full grown he hangs himself to a stem, leaf or wall. Sometimes he spins silk thread which he winds round and round his body, thus forming a cocoon. While a caterpillar, or grub, he has twelve eyes; when he becomes a butterfly he has more than thirty thousand. The grub breathes through little round holes in his sides. Body has thirteen rings. After hanging to a twig or other object, one or two days, the skin of the caterpillar again splits, and it has a body of a different shape and color. It is then called a chrysalis. Those which spin cocoons change inside the cocoons. Others crawl into the earth to change. Once again the skin splits open and the butterfly comes forth.

Bees. Three kinds in every hive, queen, drones and workers. Only one queen bee in each hive. She lays the eggs. She is longer and smoother than the others. Workers collect the honey, protect the young and make the wax. Males, or drones, do not work and have no stings.

CHAPTER IX.

GEOGRAPHY.

Begin the study with children who are in the second grade. The first instruction should be oral and the best method for teaching the natural divisions of land and water is to use sand. With the top of a large pasteboard box and a cup of clean white sand the teacher may make for the children, islands, peninsulas, capes, gulfs, bays, etc. If the color of the paste-board should be light blue this will serve nicely to represent water. With a pencil, river-courses and lakes may be traced in the sand. Some gravel kept in a box near by may be used for mountains. A sand-table with a quantity of sand is better, but where this is not practicable use the box top, or any flat surface. Have the sand damp but not wet. If you get it too wet add more sand or let stand over night. A *very little* flour helps to make it better for working and molding into shapes. Iron-moulder's sand is excellent.

Geography includes many branches. It tells us something of botany, astronomy, zoology, geology, history, etc.

Teach the directions to children, north, east, south and west. Teach where the sun rises and sets and call attention to the way in which it comes into the schoolroom in the morning and in the afternoon. Lead children to observe, to think, and draw conclusions for themselves. Tell them to notice their own shadows as they come to school and as they go home. At twelve o'clock these shadows are so short that they can step on their

own heads. By watching shadows you can tell almost exactly what time of day it is. Before people had clocks the farmers' wives had noon-marks on their kitchen floors.

On a windy day, ask, "Children, how can we tell from which direction the wind is blowing?" (By looking at the trees, and at smoke.) Let the boys make paper whirligigs if they wish and put them out on the fence so that the wind may blow them. While they are interested in the subject make use of your language lessons about the wind. Ask: "What are weather vanes?" and "Of what use are wind-mills?"

Teach the difference between real objects and pictures of them; also between pictures and plans (or maps.) With a tape-line, measure the school-room, or have the children to do so. Then, draw the plan of the room on the board indicating where the windows and doors are. Show how the plan is smaller than the real room and yet is like it. Next let the children make their own plans on paper, this time putting in the desks and other furniture. Teach them how to draw with a scale of measurement. If a room is thirty feet long let this be represented on the board by three feet, or on paper by three inches. An inch may stand for any "certain" number, no matter what it is. It may stand for a foot, or for twenty feet. After spending a day or two on the school-room plan, draw that of the play-ground, and if the interest continues have the children to draw plans of their own homes and yards.

Then show a map and ask if it is a plan. All maps are plans and all plans are maps. The only difference is that we call the drawings "plans" when they are of rooms, houses, yards, towns, or cities; and "maps" when they

are of countries. Show and compare a picture of an island and a map of one, a picture of an isthmus and a map of one. Globes are useful in teaching Geography. Small ones may be bought for fifty cents. Show two maps of the same country, one large and one small, and teach that though a map of a country may be of any size, the country itself remains always the same size.

Tell the children what a plain is; that it is level like the school-room floor, while hills and mountains are high. A valley may be illustrated with the sand or with an open book, or a piece of card board folded to show the two slopes. The same thing reversed gives a good conception of a ridge or water shed. A ball of yarn with a hat pin through the center makes a miniature world on its axis, and with the same simple object, latitude and longitude may be explained.

Ask "How do you know there are other countries in the world?" "What have you seen that came from another country?" Make them think and give answers. (Animals in circuses or zoological gardens; articles of food used at home, etc.) Talk of little children in other lands and ask why they dress differently and eat differently. Why does the Eskimo child eat bear meat and fish, and wear skins, while the boy in Africa wears few clothes? The little children in *Lapland* wear two pairs of stockings, then wrap their feet in dry grass before putting on their shoes. They wear two pairs of mittens, too, and their caps are lined with eider down.

Ask why some people build houses of straw, others of wood and others of ice? Why do people irrigate the land in some places?

Swiss boys and girls have a holiday when the men come home from the mountains with their flocks. As they go

out to meet their fathers and brothers, they sing songs and wave flags, and in the village, bells are rung. They have a merry, happy time.

In *Holland* the children wear wooden shoes, and sometimes they take them off and float them in the canals and play that they are boats. They tie strings to them so that they can pull them back.

Esquimaux children cannot read or write.

Japanese children take off their shoes before going into the school-room. They sit on the floor while they write and study. They have no pens or pencils, but use brushes. Their writing is up and down the page instead of straight across, as ours.

In *Russia* the children make ice hills and have great fun sliding down. They know all about skating.

Tell about the ocean. The bottom is uneven like the land; there are mountains and valleys in it. In some places the water is only a few feet deep, and in others several miles. What are white caps? Breakers? What is the surf? What does the word "brackish" mean? What are billows? This brings up the subject of light-houses, or of life-boats.

Ask the children if they had anything for breakfast that came from far away. Tell of coffee, tea, bananas, or spices. John Wilcox, Milford, N. Y., publishes "Food Plant Charts" which contain pictures and descriptions of the food plants of commerce. These are sixty cents apiece, and each chart tells of ten plants.

Have review lessons and see what the children remember about the things you tell them. Ask what is an isthmus? A cape? A strait?

Tell about the five races and show, on your map of the world, the country inhabited by each. Create in the

children such an interest in Geography that when the next year comes, and they are ready for a text-book, they will enter upon the work with zest.

The following is quoted from a letter written by Miss Lizzie Abernathy, a successful teacher of Pulaski, Tenn.

"I begin to instruct children in Geography when they are in the second grade; that is, we talk about the world. They like that. I make them tell me all they know from what they have seen, and then I tell them about the part they have not seen. We use no books, but after I have explained the shape of the world, and the making of maps, we use a large map of the hemispheres. Each day I require them to repeat what we talked about the day before. An apple, with a hatpin stuck through it, I use to represent the world for these little people. I can cut it into two parts to show the hemispheres. With a pin I can outline the continents upon it.

"To explain the map of the hemispheres, I tell them that I have a friend that I want them to know about, and that this friend lives a long way off; that I can tell them all about her and show them her picture. I produce the picture, and after they have looked at it, I ask them about the color of her hair and eyes, her size, etc., to show them how incomplete a picture is. I have one of them to shut his eyes and pass his hand over the face of the picture and then over his own face to show how different a picture is from the real thing.

"Next, I tell them about my friend's beautiful home. I say that I have no picture of that, but I can show them how it is on the board. I tell them about the garden, the walks, the different kinds of trees in the yard. I speak of one tree being on the east side of the house, another on the west side, etc. Then I go to the board and draw a plan

of my friend's home. The children become interested and understand what I mean. Now I ask them which they would like best to look at—my friend's beautiful home, a picture of her home, or a plan of her home. I bring out all of the points of difference between objects, pictures, and maps (or plans). We spend two or three days in making maps of the school-grounds. We call the right side of our map 'east,' and the left 'west' each time; the top 'north,' etc.

"After this I make a map of something they are not familiar with, and describe it as I go to show how different is the picture formed in their minds from the representation on the board. I tell them that we will take trips now to see the world, and that this is the way we will do it: Some people have traveled about and made maps and pictures, and have written about the wonderful things they saw; we will get some of their books and look at the maps and pictures, and read what they say.

"Besides preparing them for the study of Geography, I am getting better acquainted with the minds of these little folks. They become so much interested that they forget I am the teacher, and talk to me freely, and ask more questions than I can answer.

"Next, with my apple cut half in two, and with the flat sides against the board, I explain the map of the hemispheres. This is very important. I show how it is that Asia appears both in the east and in the west, and I tell them to think of the hemispheres as standing out from the paper just as the apple stands out from the board. Pupils who have not been drilled in this will tell you that Greenland is southeast from the north pole.

"From this time on we use both the apple and the map in our talks about the world. The children learn the

principal divisions of land and water. Then I show them where we live, as it is represented on the map. From this point we take journeys in all directions. I describe everything of importance, as we go, and trace our course on the map. They remember it wonderfully well. Soon, I send members of the class to the map and let them take us where they please—sightseeing. Their favorite journey is around the world; we take this trip in every possible way. The amount of instruction given depends upon the age and intelligence of the children. I am guided mainly by their interest and enthusiasm."

At the beginning of the third year text-books may be given to children. It may be necessary to explain to them how to use these. Each day instruct the class how to prepare the lesson for the next day, until your pupils are able to study alone. It is not fair to leave this part of school work to parents who already have plenty to do.

Teach your pupils how to study without getting help at home. One child comes to the class with poor lessons because be has not been taught how to study. Another has splendid lessons because some one at home has had the patience to sit down and drill them into his head for an hour or two each night. One may be as smart as the other. Neither reflects much credit on the teacher. One of the first things a child should learn is to do his own work and stand on his own merit. There are mothers who draw maps for their children, and these are handed in to the teacher as the pupil's work. What are those mothers doing but teaching children to be dishonest? In such cases it is plainly the duty of the teacher not to accept the work, but to have the child, before he leaves to draw the map himself. Kindly, but firmly, and without casting reflection on the parent, show why it is right

for each child to do his own work and solve his own problems, no matter of what nature. Then when the time for reward comes, he will feel that he has justly earned it. Have the children to study their first book in Geography very thoroughly before leaving it. I may take a year, or it may take two years to do this. Review often and teach them to *spell* the names of countries, cities, rivers, etc. Some of these will be very hard for little people, and must be taught slowly, a few at a time. Have the children to write lists of some of the proper names in each lesson. In reviewing, study the lessons topically. Have out-door lessons when possible, especially if fortunate enough to have a stream near the school, In Germany, the out-door schools have proved very successful. Give to each child some definite work to do, something to investigate for himself. Plan and study for the lesson. Lead and direct. Have children to report what they learn. Direct their observation. Stimulate and arouse thought. Do not let the lesson degenerate into a mere frolic.

Do not ask questions which can be answered by "yes" and "no." Ask others besides those found in the book. Remember you do not want memory lessons merely but the children must be taught to think. When subjects are hard to understand, try to simplify them with objects, drawings, or pictures. Have map drawing on the board and on paper. A large map on the board may be started on Monday by one member of a class and throughout the week may be added to by others. Have maps showing the coal fields of the world, the manufacturing districts and farming lands. Sand maps, putty maps, or relief maps of burnt paper soaked into a pulp, may serve to show the drainage and surface of a country.

Pulp maps can be made with bits of blotting or other soft paper soaked in water till it forms paste. A pinch of salt may be added. Rub together well. Outline map on paste-board or wood surface. Put mixture within outline. Model mountains, valleys, etc. Trace rivers with pencil or sharp stick. When dry, color rivers, lakes and oceans with blue pencil or water colors.

Products may be taught in various ways. Children may bring lists of those found in certain countries. They may make maps and glue the products in the right places —little pieces of coal for the coal regions, sticks for lumber, gold paper for gold, and where other things fail, pictures of things, or simply the names. Again, you may use a plan of this kind. Give, for instance, the products of the Mississippi valley. Tell the children to draw these and arrange them in their own way. One child may fill his drawing sheet with little circles, and within one draw a bale of cotton, in another a bag of sugar, or picture of sugar cane, in another wheat, another corn, and in another a peanut. Under each may be printed the name and each may be colored if desired. The next drawing sheet, possibly, is altogether different—there are little oblong squares arranged in an artistic way, and the words "Products of the Mississippi Valley" printed zigzag across the face. Children are ingenious and enjoy the privilege of carrying out their own ideas. Draw a train of cars on the board. Print or write names of products on cars, showing with what the train is loaded. Draw a ship and write on the sails what is being brought in, as tea, coffee. Give one product for study, and see in how many forms it will be brought. Let us suppose it is "sugar." One child may bring a piece of sugar cane, one a tiny bottle of molasses, one a lump of loaf sugar, another a bottle of

brown sugar, and still another a tea-cake. All are made from the same thing. If cotton is the product there may be a cotton leaf, bloom, boll, seed, thread, (white, black and colored), and pieces of cotton goods. Besides these there are half a dozen things which may be put into little bottles, as cotton seed oil, cottolene, a medicine made from it, etc. If these collections are artistically arranged on cardboard, they are interesting for public exhibitions. Wheat, corn, oats, all may be studied in the same way.

In studying a country always use a large map. If you haven't one, make one on the board, and locate each place mentioned. In teaching latitude and longitude show why it is necessary to have some place to measure from before you can measure. Take your apple or ball of yarn and stick a pin in it to represent a person. Ask where he is on the ball? On the top? The bottom? The side? Turn the ball over. The children see why they must have some starting point. Now draw or mark by some means, a line to represent the equator, and show why another line is necessary—a meridian. Then explain that every circle has in it 360 degrees, and that one cannot get north from the equator more than 90 degrees—a fourth of a circle. Where would you place the pin to make the man 45 degrees north? (Half way between the north pole and the equator.) In the longitude show that the greatest distance any one can get from the prime meridian is 180 degrees. Prepare the lesson always and think "How can I make it interesting to my class?" "Is there anything to be explained, and if so, do I understand it thoroughly, myself?" Many children ask, "How can a person tell when they get to the North pole?" Make it plain with the use of an apple, an orange, or a globe.

A little thing that is helpful to children in studying Geography is to tell them that there are five oceans, five great lakes, five continents, five divisions of land, (island, peninsula, cape, isthmus, promontory), five great powers of Europe. A lesson on "What you had for dinner yesterday" is suitable for Geography. Talk about where the things came from, how they grow, how they are prepared, etc. Look in the paper for the market column, and, cutting out the list of things sold at the groceries, use it for a lesson. On Friday afternoon occasionally have all the Geography classes to unite and study about one country, as "China." Have compositions, readings, facts and pictures. Maybe some child has a pair of chop-sticks to show, another some Chinese shoes. "If you have "Africa," one can tell of Livingston, one of Stanley, and some of the larger pupils the main facts of the war between the Boers and English. Let somebody tell of Egypt with its ancient monuments, and another of the pigmies who dwell within the dark forest. A journey through the desert may be described and the diamond industry talked of. Show magazine pictures of Roosevelt on his hunts and tell about the interesting things he sees and writes of at the present time.

If "Tennessee" is studied, have a large sand-map, showing the surface and drainage. Let strings represent the railroads, and buttons, the cities. Have one pupil to explain the eight natural divisions, another the rivers, another the cities, and another the products.

If the map of Europe is being studied, and the children find it difficult to learn the countries and their capitals, give one to each child. Say: "Mary, draw a small map of 'France' tomorrow. Cut it out with the scissors and come to the class with it pinned on your dress. Find out

everything you can about France in your lesson." Give to another child "England," to another "Russia," etc. If one does well in his recitation ask him to lecture before the school next morning. Teach pupils to not only have a knowledge of things, but to tell what they know clearly. Invent Geography games for Friday, or have an occasional Geography match. Teach Geography in connection with Literature ,and History after the text-book is completed.

Assign lessons clearly so that children will not make mistakes and study the wrong ones. In studying a map, (that of the New England States, for instance), teach the capitals and principal cities for one lesson, the rivers, bays and lakes for another. Again, have the children to study alphabetically; let them write the name of everything beginning with "a" as "Atlantic," "Augusta;" the names beginning with "b," as "Bangor," "Boston," "Burlington," etc.

Call attention to the events happening in various parts of the world, and teach Geography in connection with them. Have children to take trips on the maps; ask "Through what waters would you pass in going from Chicago to New York?" Allow the children to make a Geography scrap-book and paste into it clippings which they help to collect. Be wide awake and seek to make each lesson full of interest to your pupils.

HELPS. Frye's "Child and Nature," and Frye's "Teacher's Manual," published by Ginn & Co., Boston.

Parker's "How to Teach Geography," Appleton & Co.

"The New Geography," Trotter, published by D. C. Heath & Co., Atlanta.

"Potter's Geography," E. L. Kellogg, New York.

"Little People of Other Lands," and Frye's "Brooks and Brook Basins," Ginn & Co., Boston.

Nature Readers published by educational publishers everywhere.

CHAPTER X.

HISTORY.

No one can successfully teach a lesson in History without thoroughly mastering the facts. View it from every standpoint, look up in other books all obscure points, be familiar with the meaning of each word. Ask yourself, "Who is this lesson about? What happened? When? Where? Why?" Be able to locate every place mentioned, to give every date. Know more than your text-book gives. Consult other sources of information. Be filled with your subject, but present to your class only the most important things.

First lessons should be short and should be read and discussed in the class; the pupils will thus become familiar with their new books. Teach them how to study; to ask themselves "Who? Where? When?" etc.

Do not allow them to memorize nor to answer only those questions asked in the book. At the close of each lesson have a brief review of the points to be noted. Ask questions in every form possible. Turn and twist them in such a way that the class will be compelled to know them.

Until children have learned to study alone, go over with them each day the lesson for the day following. Call attention to words which may be difficult for them. Have them to locate all places mentioned; either find them in the Geographies or on the wall map.

Write sentences on the board, leaving blanks to be supplied by the children. If the lesson is about Columbus write:

In the old city of....., in Italy, there once lived a little boy whose name was.....
His father was a..... He loved to watch the.....on the .....Sea.

If the lesson is about Indians, write:

Indians lived in tents called.....
An Indian baby is called a.....
An Indian woman is called a.....
An Indian chief is called a.....
Indians lived by.....and.....
The.....did all the cooking.

Teach only the most important dates. Write the first one at the top of the board, and have each child to write it on the fly leaf or blank page of his history. Next day, if another is to be learned, place it just under the first, and as a new one is presented, place it under the last one written. In this way one date leads to and suggests another, and around them can be grouped a chain of facts which will be better remembered because of the foundation. Among the important dates in the early part of United States history are:

1492
1497
1512
1513
1521
1565

Try to get the children to fix these firmly in their minds one at a time, so that the list can be recited by all, with its accompanying fact or facts. Teach the rhyme:

"In fourteen hundred and ninety-two
Columbus sailed the ocean blue."

Children may themselves make verses, and in this way impress the facts of history on their minds. Give them a few ideas about how to begin, and write on the board some words which rhyme. If they are studying about Columbus, for instance, these words are suggestive:

sea	Spain	queen
three	main	seen
free	vain	green
mood	trip	west
food	ship	best
rude	dip	dressed
afraid	aboard	boat
made	roared	float
stayed	hoard	note
land	more	gold
band	ashore	told
sand	roar	sold
grew	spice	sails
new	nice	tales
blew	day	sees
blue	way	trees

For the early settlements these dates are important:

1607
1608
1613
1620
1630

As you add new ones, put all of the old ones on the board, and have the class to give the facts connected with each. Pointing to "1607," let the children say: "Jamestown was settled." Pointing to "1608," "Quebec was settled," etc. Have the answers recited in concert and then separately by the pupils.

Allow children to make history books and to put into them drawings, compositions and tables. When they study about Indians, they may draw a wigwam, a tomahawk, a canoe, or Indian vessel. Again they may write lists of Indians, or Indian tribes. Tables of this kind may be made:

EXPLORERS.

NAME	NATIONALITY	DATE	CAUSE OF FAME
Columbus	Italian. Employed by the Spanish.	1492	Discovered the West Indies.
Cabot	Italian. Employed by the English.	1497	Discovered main land N. America.
P. de Leon	Spaniard.	1512	Discov'ed Florida

SETTLEMENTS.

NAME	NATIONALITY	DATE	ONE LEAD'G MAN
Jamestown	English	1607	John Smith
Plymouth	English	1620	Miles Standish

WARS.

NAME	DATES	FOUGHT BY	VICTORS
Revolution	1775–1781	American & English	Americans.

In the same way tables of battles may be made:

NAME	DATE	COMMANDERS	RESULT

PRESIDENTS.

NAME	STATE	DATE	T'RM	LEADIHG EVENTS
Washington	Va.	1789	2	Vermont, Kentucky and Tennessee admitted as States, etc.
Adams	Mass.	1797	1	Alien and Sedition Laws, etc.
Jefferson	Va.	1801	2	War with Tripoli, Purchase of Louisiana, etc.

Compositions, questions, maps, tables, drawings, poetry, lists, all may be copied by the children into their history books. Poems and pictures may be pasted in. Combine language lessons with history, and for busy work have pupils to make lists of the principal characters of whom they have studied, of the places mentioned and battles fought. There may be also lists of explorers, settlements, dates, wars, heroes, ships, etc.

Have frequent reviews and have variety in them. Write on the board questions, topics, or names, and have the children to recite from them. On one day have pencils and tablets brought to the class, and tell the children to put down twelve numbers, or fourteen, or twenty, according to the time allowed for recitation. Then for number "one," have them to write the name of the man who discovered Florida; for number "two," the man who discovered the Pacific Ocean; number "three," the man

who conquered Mexico; number "four," the man for whom America was named; number "five," the name of the first permanent English settlement, etc. When all have finished, call out the answer to number "one," number "two," number "three," and on to the end. Tell the children to draw a line through all which they have missed. See who has given the greatest number of correct answers.

Have a review lesson giving out proper names and words to be spelled by the pupils.

Read a description of a character about whom they have studied and let them guess who it is. Give cards with dates written on them and have pupils to identify the facts connected with each. Use only important dates.

Hold up letters and have children give names of noted persons and places beginning with those letters. Make it a game and see who can win the greatest number of letters.

Have History matches, allowing children to trap each other, or to have sides in the old-fashioned way, each one sitting down when he has missed a certain number of questions.

Tell the children to write questions on the lessons, and to try to get hard ones. Require these to be written plainly and distinctly, and then to be cut into slips of paper ready for use. They may be put into several envelopes or boxes, and labeled, "Questions for the primary History class." On Fridays allow the children to study them. Have system and order about their distribution so that each child may have each box from which to study. After they have had sufficient time to learn, then have the match or game.

Another day, write in bold, plain letters on small pieces of paper the names of prominent characters about whom the pupils have studied, and allowing one child to stand, pin a name on his back. Let the others look at it and tell him something about that person until he guesses who it is. If he has the name "Pocahontas," one will say, "She was called the Lady Rebecca;" another, "She married John Rolfe;" and another, "She saved John Smith's life." The one who is standing guesses correctly, a little girl then has a name pinned on her back, and so the game continues.

Children may impersonate characters and allow the others to guess who they are. One may say, "I am the man who tried so hard to found colonies in America. I lived in the time of Queen Elizabeth and later James I. Elizabeth liked me, but King James had me put into prison." Some one will guess "Sir Walter Raleigh," and another child begins. In these games and reviews don't let the brightest children monopolize the lesson, but give all a chance.

Debates on historical subjects are a source of pleasure to the little folks. An easy subject is: "Resolved that George Washington was greater than Christopher Columbus." Another is: "Resolved that the Indians were unjustly treated by the white people."

For composition work write subjects on slips of paper, and turning them face downward on a book or table, let each child draw one to write about.

Where a poem can be read to advantage to a history class, make use of it. If the Revolution is being studied read aloud Paul Revere's Ride. Selections from Evangeline may be used at the proper time and the Courtship of Miles Standish. In your collection of pictures show those which bear on the lessons.

Make a History scrap book, and put into it clippings and pictures, allowing the children to help. Use your own outlines on the blackboard if they are better suited to your class than those given in the text-book. Be original and keep up the interest.

Make the children feel that the men, women and children about whom they study, were real beings like ourselves; that they had feelings and pleasures and disappointments; that they were real flesh and blood and not merely names.

A little boy, who had lived all of his life in the country, traveled through Oklahoma and Indian Territory. When he crossed the rivers whose names he had learned in his Geography lessons, he was much surprised and said: "Mamma, I didn't know there were really such rivers in the world. I thought they were put in the book just to make it hard for little boys and girls to learn." So it is in some History classes. With many children the names they learn there convey no thought, no idea. They are simply names to them and nothing more.

Try to make your lessons attractive so that the children will almost imagine that they were back with those people and knew them and lived as they did. Cause the dry facts of history to teem with life and vigor. Let the children know that all of these things we study about had their influence on us, on our country, on the world—just as the way in which we live now will bear fruit hereafter. Dwell on the characters of those who have done something for humanity, of those whose lives were spent for the uplifting and upbuilding of the world. Then teach that God is in History; that out of all the dreadful things which men have caused to happen—the battles, the bloodshed, the millions of lives lost—God has worked good to the world; and that slowly, but surely, it is growing better.

In the last half century the United States has arbitrated between nations many times and prevented war. The time will come when the swords will be turned into plowshares, and when all the earth will be filled with the knowledge of the Lord.

Do not confuse the minds of young children with trivial and unimportant facts and dates. Look at the lesson as a whole, and choose from it the parts to be impressed on the child mind.

Do not allow the lesson to drag, but be wide-awake, well-informed, interested, and try to inspire your pupils with a desire to learn and to find out things for themselves. Encourage search work; discourage mere memorizing. Sometimes a pupil will say: "Tell me where it is on the page and I will tell you the answer." This is all wrong. A pupil should know a lesson whether the teacher begins at the bottom or the top of the page. Break up this habit if it exists in your classes; do not allow it. Begin at the end or in the middle, or anywhere in the lesson. One day start with one boy or girl, and the next day with another. Surpirse the children, keep them on the alert. Do not let them know who will be called on next.

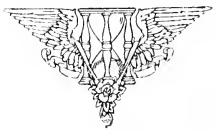
Be enthusiastic and your feeling will be communicated to your class. If there is one who will not study talk to him privately. Find out where the trouble lies. Perhaps he is discouraged or does not know how to study or is too far advanced. If he is not classified correctly, do not do him an injustice by keeping him in the class. If he is simply backward, encourage and praise him when you can, and never ridicule him. A little encouragement sometimes works wonders.

Have pupils to study a subject well and lecture before the class, using maps and blackboard. Teach them to

express their thoughts in clear, definite language, and to feel easy and not embarrassed before others.

Occasionally, as a reward, let a studious child conduct the lesson, and you stand at the back of the room and listen, interrupting only when necessary.

Do not repeat questions. Train your pupils to be attentive and to listen closely. Speak distinctly and know the lesson so thoroughly that you can teach without the text-book. When reviewing, ask questions rapidly, in as many forms as possible, and see that all have a part in the recitation.



CHAPTER XI.

SPECIAL PROGRAMS.

The following are not complete programs, but are merely suggestive. Ingenious teachers can adapt and arrange songs, poems, or facts, to suit different occasions. A welcome address, composed by the teacher or pupil, may be given by a small boy.

Rhymes may be made and taught to a class of little ones. A public school teacher, who is full of original ideas, wrote an alphabet for her "Tennessee" program, and had each child to learn a verse:

A is for America, the home of the free.
B is the Banner that floats over me. (The child who recites this line carries banner or flag.)
C is for Country, our joy and our pride.
D is our Duty, its laws to abide.
E is for Emigrant seeking a home,
F is for Freedom for which he had come,
G is the Grant which gave him the land,
H is the Hope which strengthened his hand.
I is the Indian who threatened his life, etc.

Words of songs may be changed, if necessary, and adapted to familiar tunes. Songs, recitations, and interesting facts, should be collected from various sources and pasted into scrap-books, ready for use when needed.

TENNESSEE.

Have maps of Tennessee on the wall.

FACTS. (To be given separately by a class of little boys.)

1. Indians once lived here.
3. Tennessee means "River with the great bend."
4. DeSoto passed through Tennessee.
5. LaSalle built a fort where Memphis now is.
6. Daniel Boone was a great hunter.
7. William Bean built the first cabin in Tennessee.
8. It was built on Boone's Creek.
9. Bean came in 1769.
10. His settlement was called the "Watauga" settlement.

Concert Recitation. (To be used by any number of pupils.)

"Of Tennessee the meaning is
'The river with its bend,'
Whose waters run below the State
And cross at either end.

"This State mines coal and iron,
And marble, pink and green;
It has a healthy climate
And many a lovely scene.

"Knoxville, Memphis, Nashville,
Are handsome cities three
And Chattanooga also
Is worth a trip to see.

"The heights of Lookout Mountain
Above the mists and cloud
Once knew the tread of armies
And noise of battle loud." —*St. Nicholas.*

Subjects for Compositions:

Watauga.
John Sevier.
James Robertson.
Indian Tribes.
Cumberland Settlement.
Thomas Sharpe Spencer.
Schools of Tennessee.

Debate. Resolved that James Rabertson was the real father of Tennessee, and not John Sevier; or

Debate. Resolved that John Sevier was the greatest man connected with the early history of Tennessee.

Facts. (To be given separately by a class of little girls.)

1. A part of Tennessee was once called "Miro District."
2. John Sevier was our first Governor.
3. Samuel Doak taught the first school in Tennessee.
4. Nashville was first called Nashborough.
5. Murfreesboro was the capital for six years.
6. Thomas Sharpe Spencer lived, during one winter, in a hollow tree.
7. John Donelson came to Nashville in a boat called the "Adventure."
8. Jonesboro is the oldest town in Tennessee.
9. Russell Bean was the first white child born in Tennessee.

Song Tune, "Beulah Land."

"The land of pure and balmy air,
Of streams so clear and skies so fair;
Of mountains grand and fountains free
The lovely land of Tennessee.

CHORUS.

"O Tennessee! Fair Tennessee!
The land of all the earth for me;
I stand upon thy mountains high
And hold communion with thy sky;
I view the glowing landscape o'er
Old Tennessee forevermore.

2 "The fairest of the fair we see,
The bravest of the brave have we;
The freest of the noble free
In battle-scarred old Tennessee?

3 "The rarest fruits and fairest flowers
And happiest homes on earth are ours.
If heaven below could only be
'Twould surely shine in Tennessee."

—*A. J. Holt.*

OCTOBER.

Address of Welcome. By a small boy.

Recitation. "Come Little Leaves." (Metcalf's Elementary English.)

Recitation. For a little girl.

" 'Little maid, pretty maid,
Where goest thou?
'Down to the meadow
To milk my cow.'
'May I go with thee?
'No, not now;
When I call for thee
Then come thou.' '

Song. Tune, "Marching Through Georgia."

1 "Pretty wreathes of maple leaves
Upon our heads we wear,
Some are yellow, some are red,
And some are green and fair.
To the woodland ways we went
And found them scattered there,
O, what a bright, pretty carpet!

CHORUS.

"Hurrah! hurrah! for maple trees so gay,
That gild with brightness all the woodland way
Making fair and beautiful each glad October day,
Ere comes the cold frosty winter.

2 "Could the little leaves but speak
They'd tell so many things,
Of the summer sky so blue
And gleam of lovely wings;
Of the joy and beauty
That the glad October brings
Ere comes the cold, frosty winter."

—*Selected.*

Verse. For a little girl.

"In October the leaves are colored
By a touch from the artist Jack Frost,
And the late flowers—the cosmos and aster—
Replace the blossoms we've lost."

Concert Recitation. October.

1 "O, the fair October
Once again is here;
'Tis the golden season,
Of the long, long year.

2 "Ripened nuts and apples
Now are dropping down,
And each woodland monarch
Wears a golden crown.

3 "Soon o'er hill and forest,
Wintry winds will blow;
And the world will glisten
With the fair white snow."

Song. "October Gave a Party." Tune, "Faith is the Victory," omitting chorus.

1 October gave a party,
The leaves by hundreds came;
The chestnut, oak and maple
And leaves of every name.
The sunshine spread a carpet (1)
And everything was grand;
Miss Weather lead the dancing, (2)
Professor Wind the band. (3)

2 The chestnuts came in yellow,
The oaks in crimson dressed,
The lovely Misses Maples
In scarlet looked their best.
All balanced to their partners (4)
And gaily fluttered by; (5)
The sight was like a rainbow (6)
New fallen from the sky.

3 Then in the rustic hollow
At hide and seek they played;
The party closed at sundown
But everybody stayed.

Professor Wind played louder (7)
Then flew along the ground,
And then the party ended
With hands across all round. (8)
—*Song Stories for Little Folks.*

(This song is very effective with accompanying motions. There should be an even number of children.)

DIRECTIONS.

1. Use both hands in downward sweep as if spreading a carpet.
2. Left foot forward. Position as if ready to dance.
3. Both hands up as if playing a cornet, or hand raised as if to keep time.
4. Partners balance or bow to each other.
5. Fluttering motion with fingers.
6. Hands arched above the head.
7. Same motion as 3.
8. Form a circle with crossed hand. March around several times, then break ranks and march out two by two.

Quotations about October.

Recitation. Mr. Crow's Opinion.

"'I declare,' cried Mr. Crow,
One fine October day,
'I'm really glad to see the wrens
And blackbirds fly away;
Glad to see the orioles
And bluebirds southward bound,
For none appreciate my voice
When other songs abound.

My coat of black seems commonplace
Besides those birds so gay;
So, I declare, I'm really glad
To see them fly away.'" —*Selected.*

Song. Autumn. Tune, "Spanish Cavalier."

1 The happy autumn days we welcome again,
They whisper the same olden story
Of meadows so brown, and nuts falling down
And woodlands robed in splendor and glory.

CHORUS.

Sweet autumn days we welcome again,
When beauty around us is lying;
Ere from the cold north
King Winter comes forth
To send a million snowflakes a-flying.

2 O beautiful is May, when all the earth is gay,
And woodland aisles with bird songs are ringing,
Yet fair are the days when glad harvest ways
Re-echo to the reaper's glad singing.—*Selected.*

Recitation. Down to Sleep. Helen Hunt Jackson.

Verse. For little boy or girl.

The golden-rod is yellow,
The corn is turning brown;
The trees in apple orchards
With fruit are bending down.
—*Helen Hunt Jackson.*

THANKSGIVING.

Bible Quotations. For opening exercise.

Psalms.	Chapter.	Verse	Chapter	Verse
	24	1	100	3
	34	1	100	5
	66	8	103	1 and 2
	75	1	105	1
	92	1	106	1
	90	1	113	2
	Psalm 117			

Concert Recitation.

Thank God for beauty broadcast
Over our own dear land;
Thank God, who to feed his children,
Opens his bounteous hand;
Thank God for the lavish harvests,
Thank Him from strand to strand.

—*Margaret Sangster.*

Song. Thanksgiving Day. Lydia Maria Child. (Found in Metcalf's Elementary English.).

Composition. Story of the First Thanksgiving. (Found in U. S. Histories.)

Song. Tune, "Yankee Doodle."

What matters it the cold wind's blast,
What matters though 'tis snowing,
Thanksgiving day has come at last
To grandmama's we're going.
I'm sure we'll find sweet cakes and nuts
And pumpkin pies so yellow,
For grandma knows just how to suit
Each hungry little fellow. —*Selected.*

Thanksgiving Hymn.

1 Can a little child like me
Thank the Father fittingly?
Yes, O yes; be good and true,
Patient, kind, in all you do;
Love the Lord and do your part,
Learn to say with all your heart:
Father, we thank Thee!
Father, we thank Thee!
Father in Heaven, we thank Thee!

2 For the fruit upon the tree,
For the birds that sing of Thee,
For the earth in beauty dressed,
Father, mother and the rest;
For Thy precious loving care,
For Thy bounty everywhere,
Father, we thank Thee,
Father, we thank Thee,
Father in Heaven, we thank Thee!

—*Mary Mapes Dodge.*

Psalm 95. From the 1st through half of the 7th verse. (Use as concert recitation, requiring children to speak distinctly.)

Recitations. For little boys and girls.

"All things bright and beautiful
All creatures great and small,
All things wise and wonderful,
The Lord God made them all."

"All good gifts around us
Are sent from Heaven above.
Then thank the Lord,
Yes, thank the Lord,
For all His love."

Song. Father, We Thank Thee for the Night. (See Chapter IV. Morning Exercises.)

Song.

" 'Give,' said the little stream,
'Give, O give. Give, O give.
Give,' said the little stream,
As it wandered down the hill.
'I'm small, I know, but wherever I go—
Give, O give; give, O give—
I'm small, I know, but wherever I go
The fields grow greener still.'

"Singing, singing all the day,
'Give, O give; give away.'
Singing, singing all the day,
'Give, O give away.' "

Song. Bringing in the Sheaves. (As this is being sung, have children to march to rostrum and deposit gifts for poor people—clothes, provisions, etc.)

Song. Doxology.

CHRISTMAS.

Matthew, 2nd Chapter, first ten verses. (Use as a concert recitation, or give to each child a verse.)

Song. Joy to the World.

Composition. Christmas.

Recitation.

If I were only Santa Claus
And Santa Claus was me,
I'd show him just what a good
Old Santa Claus I'd be.

I'd always bring the finest toys
And story books to him
I'd find his big old stocking
And fill it to the brim.

I'd put in lots of candy
All the candy it would hold;
And then I'd fill up all the cracks
With heaps and heaps of gold.

And when they saw how good I was
How happy folks would be,
If I were only Santa Claus
And Santa Claus was me? —*Selected.*

Reading from "The Bird's Christmas Carol," by Kate Douglas Wiggin.

Song. Christmas Bells. Tune, Ring the Bells of Heaven.

Ring, O bells in gladness,
Tell of joy today;
Ring and swing o'er all the world so wide.
Banish thoughts of sadness,
Drive all care away,
For it is the Merry Christmas-tide.

CHORUS.

Ring, O bells, from spire and swelling dome,
Ring and bid the peaceful ages come;
Banish thoughts of sadness,
Drive all grief away,
For it is the Merry Christmas Day.

2 Ring, O bells, the story
From the ages far;
Of the Christmas joy and song and light;

How the wondrous glory
Of the Christmas star
Led the shepherds onward through the night.
—*Alice Jean Cleator.*

Recitation. Christmas.

Do you wish you could keep your watch by night
Like the shepherds of Bethlehem?
Do you wish you could see a glory light
As it shone in the sky for them?

Have you kept your watch in the fields afar,
Where the heathen in darkness dwell?
Have you watched in the east for the rising star
That shall lead to Immanuel?

Have you seen how the Gospel of God's good will
Is spreading through heathen climes?
Have you heard how they call on the Lord, until
It is sweet as the angel chimes?

I tell you the Christmas glory now
Is a thousand times more bright
Than the glory that shone so long ago
On the first glad Christmas night.

The earth shall be full of the knowledge of God!
It is blessedly drawing near!
And peace on earth, good will to men,
Shall come with the Lord's New Year.
—*Lucy Wheeler.*

Recitation. Keeping Jesus' Birthday. (For three little girls.)

1 How shall little hearts keep Christmas
When the earth is wrapped in snow?
Little hearts must all be loving,
For in loving, love will grow.

2 How shall little hands keep Christmas
When the winds of winter blow?
Little hands make gifts for giving,
In this way our love to show.

3 How shall little lips keep Christmas
When the winter stars shine clear?
Little lips may sing glad praises
To the gentle Christ-child dear.

All So may hearts and hands and voices
All together Christmas keep;
Once a child and now our Shepherd,
Jesus, guard thy lambs and sheep.

—*Margaret Coote Brown.*

Song. Happy Christmas Time. (Tune, "Tenderly, Soft and Sweet," found in Young People's Hymnal, published by Methodist Publishing House, Nashville.)

1 Happy Christmas time!
Merry Christmas time!
In our school room pleasant
Boys and girls all present,
Gladly our songs we sing,
Gladly our voices ring,
Welcome now to all we give you.

CHORUS.

List to our carols
Joyfully we sing,
List to our carols
Hear our voices ring.
Welcome to our school room
We welcome you today,
Welcome to one and all

2 Happy Christmas time!
Merry Christmas time!
"Peace on earth," the angels
Told the shepherds in the fields,
"Good will to men;"
We tell it to you again,
And "Glory unto God in the highest."

CHORUS.

3 Repeat first verse and chorus. —*B. D. M.*

Recitation. Christmas Everywhere.

Everywhere, everywhere, Christmas tonight!
Christmas in lands of the fir tree and pine,
Christmas in lands of the palm tree and vine,
Christmas where snow peaks stand solemn and white
Christmas where cornfields lie sunny and bright.

Christmas where children are hopeful and gay,
Christmas where old men are patient and gray,
Christmas where peace like a dove in his flight
Broods o'er brave men in the thick of the fight;
Everywhere, Everywhere, Christmas tonight!

For the Christ-child who comes is the Master of all;
No palace too great and no cottage too small.

—*Phillips Brooks.*

Christmas Quotations.

God bless us every one.—*Dickens.*

I heard the bells on Christmas day
Their old familiar carols play,
And wild and sweet
The words repeat:
Of "Peace on earth, good will to men."

—*Longfellow.*

For they who think of others most,
Are the happiest folks that live.

—*Phoebe Cary.*

The best of Christmas joy,
Dear little girl or boy,
That comes on that merry-making day,
Is the happiness of giving
To another child, that's living,
Where Santa Clause has never found the way.

—*Youth's Companion.*

Dialogue. Gifts for the Pets.

First Child.

Oh! I've such fun with that kitten of mine,
She's the cutest that ever you saw;
She'll sit in a corner as still as a mouse
And reach out her dear little paw
To catch at my dress, when I'm going by;
Now what shall I get—what would you?
To give her for Christmas—some ribbon I guess,
She's white—she'll look lovely in blue.

Second Child.

I tell you my dog is worth all your cats;
I wouldn't sell him for a dollar.
I am going to get him for Christmas, I think,
A nice, new silver collar.
When he's hungry he always jumps up in a chair;
He can put out his paw to shake hands;
And there isn't a word in any big book
But what *my* dog understands.

Third Child.

You all ought to see my sweet little bird,
And hear it some day when it sings;

It fluffs up the feathers so high on its neck
And spreads out its dear little wings,
And dances and flutters around in its cage;
I'm sure I don't know what to make
Or buy, that would be nice enough; so I guess
I will give him some candy and cake.

Fourth Child.

I wish I could show you the dear little sock
I'm knitting to hang on the wall,
For our little baby, when Santa Claus comes,
Oh! she is the *sweetest* of all.
I'm afraid that old Santa don't know she's here;
I must write him a letter today,
And tell him to put in her little pink sock,
The best that he has in his sleigh.—*Selected.*

Recitation.

"In memory of that wonderful birth
We keep our beautiful Christmas time;
Filled with plenty and joy and mirth,
Gay with singing and bell's sweet chime;
Glad with giving in happy glee,
Glad with receiving gifts of love
Glad with the thought that for you and me
Came that gift of a Savior from above."

From Christmas papers, Sunday School quarterlies and magazines you may glean many helpful ideas about a Christmas program.

Claude J. Bell, Nashville, Tenn., have a charming booklet called "Christmas Entertainment" for 25 cents..

From David C. Cook, Elgin, Ill., you can buy for reasonable prices a variety of materials for Christmas decoration.

WASHINGTON'S BIRTHDAY.

Have pictures of Washington on the wall.

Song. America.

1 My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died!
Land of the pilgrim's pride!
From every mountain side
Let freedom ring.

2 My native country, thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

3 Our father's God, to Thee,
Author of liberty,
To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might
Great God, our King.

Our Flag. (For several little tots, one carrying a flag.)

I love the name of Washington,
I love my country, too.
I love the flag, the dear old fla
Of red, white and blue.

Red says, "Be brave."
White says, "Be pure."
Blue says, "Be true."

—*From the Finch Primer.*

Composition. Story of the first flag.

Flag Song.

Recitation. (For a little girl.)

1 I cannot be a Washington,
However hard I try;
But into something I must grow
As fast the days go by.

2 The world needs women good and true
I'm glad I can be one,
For that is even better than
To be a Washington.

3 To be as great as Washington
We could not if we would;
And so we have made up our minds
To try to be as good.

Quotation.

"Lives of great men all remind us
We can make our lives sublime;
And, departing, leave behind us
Footprints on the sands of time."

—*Longfellow.*

Composition. What are heroes?

Flag Drill

Concert Recitation. (For several children.)

1 "Pale is the February sky,
And brief the mid-day's sunny hours;
The wind swept forest seems to sigh
For the sweet time of leaves and flowers.

2 "Yet has no month a prouder day
Not even when summer broods
O'er meadows in their fresh array,
Or autumn tints the glowing woods.

3 "For this chill season now again
Brings, in its annual round, the morn
When, greatest of the sons of men,
Our glorious Washington was born."

Song. Star Spangled Banner.

Facts. (For the smallest children.)

1. Washington was born at Wakefield.
2. Washington loved his mother.
3. He was neat and careful in his work.
4. He was our first President.
5. He died at Mt. Vernon.

Maxims of Washington.

1. Think before you speak.
2. Undertake not what you cannot perform, but be careful to keep your promise.
3. Let your recreation be manful, not sinful.

Gladstone said of Washington: "The purest figure in history."

Richard Henry Lee said: "First in war, first in peace, and first in the hearts of his countrymen."

LONGFELLOW'S BIRTHDAY

FEBRUARY 27.

Welcome Address.

Facts. (See Chapter VIII. February.)

Recitation. The Wreck of the Hesperus.

Composition. Longfellow's Early Life. (Cyr's Second Reader.)

Longfellow's first poem. Mr. Finney's Turnip.

1 Mr. Finney had a turnip
And it grew, and it grew;
And it grew behind the barn
And the turnip did no harm.

2 And it grew, and it grew,
Till it could grow no taller;
Then Mr. Finney took it up
And he put it in the cellar.

3 There it lay, there it lay,
Till it began to rot,
Then his daughter Susie took it
And she put it in the pot.

4 She boiled it, and she boiled it
As long as she was able;
Then his daughter Lizzie took it
And put it on the table.

5 Mr. Finney and his wife
Both sat down to sup,
And they ate, and they ate,
Till they ate the turnip up.

Concert Recitation. The Village Blacksmith.

Quotations from Longfellow.

Song. Building. (Published by the American Book Company, Chicago.)

Concert Recitation. (By the school.)

1 "With a glory of winter sunshine
Over his locks of gray,
In the old historic mansion
He sat on his last birthday.

2 "With his books and his pleasant pictures
And his household and his kin,
While a sound as of myriads singing
From far and near stole in.

3 "And his heart grew warm within him,
And his moistening eyes grew dim,
For he knew that his country's children
Were singing songs of him."

MOTHER'S DAY.

April 20.

Recitation. (For a boy.)

1 "A fellow's mother," said Harry the wise,
With his rosy cheeks and merry eyes,
"Knows what to do, if a fellow gets hurt
By a thump, or a bruise, or a fall in the dirt.

2 "A fellow's mother has bags and strings
Rags and boxes and lots of things;
No matter how busy she is, she'll stop
To see how well you can spin your top."

3 "She doesn't care, not much I mean,
If a fellow's face isn't always clean;
And if your trousers are torn at the knee,
She can put in a patch that you'd never see."

4 "A fellow's mother is never mad,
But only sorry if you are bad;
And I tell you this, if you're only true
She'll always forgive you, whatever you do."

—*Selected.*

Verse. (For six little children, each holding a letter of the word "Mother.")

"Who is queen of babyland?
Mother, kind and sweet;
And her love, born above,
Guides the little feet."

Song. Old-Fashioned Photograph. (By larger pupils.)

Recitation. (For a little girl wearing dust-cap, spectacles, etc.)

"I am a little housemaid,
This sweeping cap I wear
Because I must, for fear the dust
Will settle in my hair.

"I've put on grandma's glasses;
Those and her kerchief, too,
Are to make me look like our old cook;
I wonder if I do.

"This bunch of keys is mother's,
They jingle as I walk;
But I must go, for maids, you know,
Must not stop long to talk. —*Selected.*

Recitation. Our Homestead. Phoebe Cary.

Song. Down on the Farm.

Composition. Mothers.

Concert Recitation.

"Hundreds of stars in the pretty sky,
Hundreds of shells on the shore together,
Hundreds of birds that go singing by,
Hundreds of bees in the sunny weather;
Hundreds of dewdrops to greet the dawn,
Hundreds of lambs in the purple clover,
Hundreds of butterflies on the lawn,
But only one *mother* the wide world over."

Song. Stick to Your Mother, Tom.

Recitation. Little Hans.

1 Little Hans was helping mother
Carry home the lady's basket;
Chubby hands, of course, were lifting
One great handle—can you ask it?
As he tugged away beside her.
Feeling, oh! so brave and strong,
Little Hans was softly singing
To himself a little song.

2 "Sometime I'll be as tall as father,
Though I think it's very funny;
And I'll work and build big houses,
And give mother all the money;
For," and little Hans stopped singing,
Feeling, oh! so strong and grand,
"I have got the sweetest mother
You can find in all the land." —*Selected*

CHAPTER XII.

BUSY WORK AND PICTURES.

BUSY WORK.

Arrange your schedule so that the seat work may be a continuation of the lessons each day. If, in a First Reader class, "cherry" is the new sight word, let the children write, "I see a cherry," or "cherries are red," for busy work. Again, they may draw cherries and color them.

If, in an Arithmetic class, the drill is on the number 12, let the busy work following the lesson be original examples showing its various combinations as $3\times4=12$, $2\times6=12$, $7+5=12$, $6+6=12$, etc. Again examples may be placed on the board for children to copy and to work at their seats.

During the half hour that precedes a Geography lesson, have the children to copy neatly into their tablets the names of the cities, rivers, or mountains, mentioned in the lesson; or ask each child to write five questions with the answers and bring them to the class. Should they grow tired of this, let them draw maps for a few weeks, or make tables dividing the lesson into topics.

If there is a vacant period before a recitation in spelling, have the children to copy the lesson in tablets or spelling blanks; if the busy time follows the recitation have them to write the mis-spelled words, or the lesson for the following day. Again, you may require the pupils to study the

spelling lesson, at this hour, a certain number of times, as ten or sixteen.

Make seat work profitable and purposeful. Have attractive materials. Keep them in neatly labeled boxes in a convenient place. Teach children to help keep them clean and nice and not to tear, soil, and mark them.

Seek always to keep the children interested. This requires forethought and preparation on the part of the teacher. That which will be intensely interesting to little people at one time will seem dull and stupid at another. If materials for busy work are put away for awhile, when taken out again they will be enjoyed by the children as much as ever. Among various devices the following may be used:

First Grade.

Write copies.
Cut squares.
Cut leaves.
Cut triangles.
Write words from speller.
Write words from reader.
Work simple examples.
Fold or cut paper.
Copy sentences from chart.
Copy sentences from reader.
Draw from first reader or from models.
Trace around hands on slate or paper.
Trace around leaves on slate or paper.
Trace around circles, squares, pentagons and hexagons (made of pasteboard).
Arrange toothpicks in groups of three, four, five, etc.
Arrange shoe pegs in the same way.

Arrange shoe pegs on desks to represent chairs, tables, houses, etc.

Copy examples from blackboard.

Copy from board one, two, three, etc.

1 2 3

Copy a b c's from blackboard.

Copy figures from blackboard.

Copy addition tables.

Copy subtraction tables.

Arrange a b c's of cardboard.

Arrange cardboard figures in order as 1–2–3.

Arrange letters (made on cardboard) to form words in lesson.

Arrange words (prepared by teacher on bits of cardboard) into sentences.

Color the leaves they trace.

Color the objects they draw.

Arrange grains of corn to form chairs, tables and other objects.

Make figures and Roman numerals with shoe pegs.

Second Grade.

Write in copy books.

Work in number tablets.

Use any of the first grade devices.

Write:

Names of colors.
Names of flowers.
Names of girls.
Names of boys.
Names of trees.
Names of animals.
Names of fruits.
Names of birds.
Names of furniture.
Names of kitchen utensils.
Things that are hard.
Things that are soft.
Things that are black.
Things that are white.
Things that are yellow.
Things that are green.

Names of games. Things in the schoolroom.
Things seen through the window.
Things seen on the way to school.
Words that rhyme with "hand."
Words that rhyme with "fill."
Words that rhyme with "book."
Words beginning with "a."
Words beginning with "b."
Words beginning with "c."
Names of things seen in a picture.
Copy poems from second reader.
Cut vases, tumblers, etc.
Cut objects studied about.
Cut stars and hearts.
Illustrate lessons with pencil.
Illustrate lessons with scissors.
Cut and mount bits of leather.
Press and mount leaves.
Press and mount flowers.
Copy poems from other books.
Copy multiplication tables.
Write lessons in arithmetic.
Write original examples.
Write a letter to mother.
Write a letter to father.
Write a letter to the teacher.
Draw from models and reader
Illustrate reading lesson.
Model things with clay.
Work at sand table.
Write what each child in room is doing.

Third Grade.

Continue the use of second grade devices.

Draw and color maps and pictures.

Fold boxes, squares, birds, etc.

Make rulers of stiff paper.

Draw and color maps and cut them out with scissors.

Copy compositions neatly on paper, drawing the subject at the top of the page.

Write letters and copy carefully after they have been corrected.

Write questions or names of places mentioned in Geography lessons. Cut them into slips of paper, ready for use on review days.

Make a list of trades and occupations.

Make a list of merchants of the town.

Make a list of things used on a farm.

Write seven questions about trees and give answers.

Use the Busy Work Cards published by Claude J. Bell, Nashville, Tenn.

Fourth and Fifth Grades.

Have a regular time for supplementary reading.

Write a list of things sold in groceries.

Select a word, as "continent" and see how many words can be made from it.

Write names of different kinds of dry goods.

Write seven facts about insects.

Write seven facts about birds.

Write seven facts about fish.

Write the abbreviations of twelve States.

Write the nicknames of eight cities.

Find out how these are made:

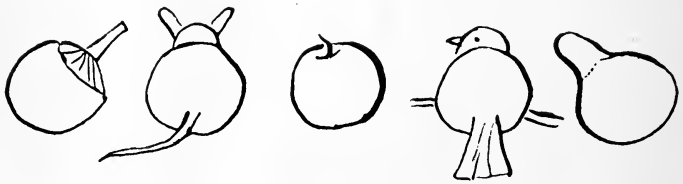
Gunpowder	Resin
Bricks	Tar
Glass	Cheese
Dynamite	Candles

Starch	Carpets
Tapioca	Leather
Camphor	Soap

To what kingdom do these belong?

Linen	Chalk	Soda
Silk	Water	Coal
Cotton	Tables	Amber
Wool	Chairs	Ivory

Draw a circle upon the board, and ask the pupils to see how many things they can make using a circle as a foundation. Show them how it can be turned into a ball, an apple, a cherry, a bird, a gourd, a fan, a mouse with his back turned, a face, etc.



In the same manner show how an oval may be converted into a vase, a pitcher, or a bird.

Cut cups, tumblers, goblets, vases, lamps, and other objects out of paper.

Write a list of nouns.
Write a list of adjectives.
Draw and color with water colors
Use Busy Work Cards

Helps. Paint-boxes, with very good colors, may be bought for 25 cents from Milton Bradley Company, Atlanta, Ga., or Hoover Bros., Kansas City, Mo.

Colored pencils are four cents a box at racket stores.

Shoe pegs may be bought from any shoe maker. Ten cents worth will be sufficient for many children.

Kindergarten straws may be bought from Milton Bradley Company, Atlanta, Ga.

Outline maps may be bought from D. C. Heath & Co., Atlanta, Ga. These may be colored by the pupils to show the products. On one map show by colors where the gold fields are, on another show farming districts, and on another the manufacturing centers.

Anagrams may be made with old visiting cards or thick paper.

Blank sheets of drawing paper may be bought for 20 cents per package.

Number tablets may be bought from the American Book Company.

Woolwine tablets, with double-ruled lines, are for sale at most book stores.

"Busy Work Devices" is a small pamphlet by Abbie Hall, published by A. J. Fouch & Co., Warren, Pa. Price 10 cents.

Cut-up chromo cards to be placed together by children, published by the same firm. Price 10 cents a set.

Busy Work Cards, suitable for second, third and fourth grades, published by Claude J. Bell, Nashville, Tenn.

Raised enamel letters from placards and advertisements; figures on calendars pasted on stiff paper and cut up; words from old first readers—all may be utilized.

"How to manage Busy Work," is published by A. S. Barnes & Co., New York.

PICTURES.

Kinds. Collect pictures of different kinds, from old magazines, school journals, newspapers, etc.

Uses. They may be used for language lessons, geography lessons, morning exercises, drawing models, wall decoration.

Let children make collections of pictures. One may gather together those of birds and paste them on a large oblong piece of cardboard, to be hung on the wall. Another may collect pictures of flowers; another, famous people; another, our warships; and still another, famous buildings.

Show stereoptican views of famous pictures.

They may be used for geography scrap-books, history scrap-books, or Tennessee scrap-books.

The teacher may give, for morning exercises, a talk about some famous picture as the "Sistine Madonna," "The Last Supper," "The Transfiguration," "The Angelus." Pupils may give five minute talks on "Washington," "Longfellow," or "Benjamin Franklin," and show the picture.

Pictures of home life and of children showing kindness to animals are suitable for the walls.

Avoid using pictures of war and bloodshed, or of cruelty and anger. Use for the walls those which are uplifting, and will exert a good influence on the mind. Unconsciously we are influenced by our surroundings.

From an article in an old copy of the *Normal Instructor* the following is quoted:

"The walls of the Swiss and Prussian schoolhouses are made to teach by pictures. These are not war scenes, or pictures associated in any way with the killing of men or

animals. They represent the kindly acts of the common people. * * * In Germany every child passes through fairyland. The education of the imagination is a part of the soul training. * * * In selecting pictures and objects for the mural decorations of the school room, scenes which represent the work of those who seek their happiness in the gratitude of others, are the most effective and have the greatest governing power. They leave an unconscious sense-impression on the plastic mind and susceptible heart of the child, whose influence will follow the suggestion for life. Such pictures may represent the work of philanthropists; or pastoral scenes of kindly life among the flocks; or gentle sympathies of simple peasant people. * * * Pictures of birds and flowers have an uplifting influence, but not so great as those which represent the noble qualities of the heart. * * * Pictures of men and women whose work stands for character are inspirational."—*Hezekiah Butterworth.*

Large pictures of Washington, Lincoln, Longfellow, Bryant, Whittier, Froebel, may be purchased at reasonable prices.

"The decorations on the walls of a man's house are his soul. The decorations on the walls of the school-room often represent the teacher's soul."

Pictures may be given as rewards for punctuality, deportment and scholarship.

Mount on stiff paper those which are to be used in the geography class and put them in a box. Label another box, "Pictures for Language Lessons," and another, "Drawing Models."

Helps. Catalog from G. P. Brown & Co., Beverly, Mass. Catalog from Perry Picture Co., Malden, Mass.

Abuses. Never allow the children to tear, disfigure, or soil the pictures. When one is spoiled from constant use lay it aside. Give them for models, and for busy work only those which are neat and clean.

Never show a great many pictures at one time. Select a few for your lesson or lessons; or give to each child one to draw from, or write from, and do not show your whole collection at once. Keep some so that they will be new to the pupils, and thus the interest will be kept up. If you show too many at once it confuses the minds of the children.

School - Room Mottoes

Great thoughts beautifully presented to young people, aid greatly in developing their mental and moral character and are a source of constant inspiration to them. To aid teachers in this great work we have selected twenty genuine gems and have them printed on fine white Bristol Board with beautiful red and blue ink, which gives a pretty effect of the national colors. They can be easily read across any schoolroom and children will never tire of them. They are about 8x15 inches in size, punched and furnished with colored cords just ready for hanging. You furnish only the nails or tacks and the work is done.

The entire set of twenty will be sent postpaid for only fifty cents. Either half set for only thirty cents. The mottoes will pay for themselves hundreds of times each year. See list below:

Half Set No. 1.

"Try, Try Again."
"Well Begun is Half Done."
"Am I Doing Right?"
"A Frown is a Cloud, a Smile is Sunshine"
"If I Deceive, Whom Do I Cheat?"
"God Sees Me."
"Think."
"Do All the Good You Can and Don't Make a Fuss About It."
"Will It Pay?"
"Paddle Your Own Canoe."

Half Set No. 2.

"Find a Way, or Make a Way."
"Do You Know It, Or Only Think You Do?"
"How Does Yesterday's Work Appear To-Day?"
"How Will To-Day's Work Appear Tomorrow?"
"One Thing at a Time, and That Well Done."
"If I Deceive My Teacher, Who is Cheated?"
"Think Deep, Not Loud."
"Do Right.'
"There is a Right Way. There Are Many Wrong Ways."
"Think the Truth, Speak the Truth, Act the Truth."

CLAUDE J. BELL, - Nashville, Tenn.

Silent Occupation

SENTENCE BUILDING

Prepared by Mrs. Claude J. Bell. Twelve complete sentences of six simple words each. printed on smooth heavy paper. 5x9 inches. Single words to be cut apart by the teacher and used by *Primer* and *First Grade Children* for *Seat Work*. Note of instruction on each Chart. A very useful and pleasing form of busy work. 10 charts for 10c. 30 charts for 25c.

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